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ABSTRACT

These appendices include the data upon which "Citizen Organizations: A Study of Citizen Participation in Educational Decisionmaking--Final Research Report" (UD 019 754) was based. Data are provided on the variables which shaped the character and role of community organizations concerned with the school systems and school policies of Boston, Atlanta, and Los Angeles. Information provided includes: (1) demographic and political profiles of the three cities studied: (2) school system profiles: (3) community organization profiles: (4) research methods and procedures: (5) questionnaire, interview and network data: (6) a brief review of the literature on organizational typologies. Data are presented in the form of text, tables, charts, and graphs. (EB)

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CITIZEN ORGANIZATIONS: CITIZEN PARTICIPATION IN EDUCATIONAL DECISIONMAKING

Final Research Report: Appendices

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INTRODUCTION

These appendices include the data upon which the Final Research Report of Citizen Organizations: A Study of Citizen Participation in Educational Decisionmaking, was based. That report, contained in a separate volume, is the capstone of nine publications resulting from a 35-month research project, funded by the Program on Educational Organizations and Local Communities of the National Institute of Education, a part of the United States Department of Health, Education and Welfare.

The principal purpose of the overall study was to increase understanding of ways in which organizations: (1) have impact on local decisionmaking; (2) work to increase the responsiveness of public institutions (e.g., schools and school systems); and (3) enhance the power of minorities and low-income residents. The study was particularly concerned about the ways in which parents and other community members, especially urban minorities and the poor, participate in decisions that bear on the education of their children.

The Final Research Report summarizes what was learned about the effectiveness of citizen organizations and the environment in which they function in three cities--Atlanta, Boston and Los Angeles--over a period of about 15 months. The subcontract for this report, under the direction of Marilyn Gittell, was with the Graduate School and University Center of the City University of New York. The Education and Human Resources Development Division of Optimum Computer Systems, Inc., of New York City, was the subcontractor for the first half of the project.

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APPENDIX A

CITY PROFILES

INTRODUCTION

Research has shown the historical, political, social and economic profiles of a city to be major determinants of the character and behavior of institutions and organizations within it. These profiles therefore require analysis as independent variables in any study of the effectiveness of community organizations. Although the complexity and multiplicity of variables which can be analyzed under these broad headings make it difficult to define precise cause-and-effect relationships, such analyses can suggest which variables are most influential in determining some general and specific circumstances which affect the vitality of community organizations. This appendix therefore comments on the variables which shape the character and role of community organizations concerned with the school system and school policy in Boston, Atlanta and Los Angeles.

We have organized the city profiles section of the research to explore and develop those variables most relevant to the political culture of each of the cities. The variables selected provide a sense of the most important elements conditioning the current life of each city. The profiles describe and explain the environment in which community organizations function, the social and economic forces with which they must contend, and the context in which school policy, often their major concern, must be made.

A consensus among political scientists, as well as among economists and urban analysts, confirms that consideration of socioeconomic variables is essential in the analysis of political culture. Therefore, we have researched data on population characteristics, ethnic diversity, and on societal factors such as education, occupation, family structure and religion. When pertinent to the research design, we have used census materials, documents and reports from local sources, and studies by noted urban scholars.

Of special interest to any study of community organizations is the degree of fiscal crisis a city faces. The widely documented problems of a number of central cities have raised serious questions about their future ability to provide basic services.

The influence of economic variables on political behavior warrants special emphasis. The extent to which a city has a positive economic base

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that is less dependent on a residential property tax as a major source of revenue is an indication of greater economic viability. Property-tax rates, assessment formulas, and exemptions are major political issues in all cities. This study, therefore, examines property-tax rates, revenue sources and expenditures, distribution of income, type of economic base, and each city's overall potential for economic growth. Major information sources include census data, city plans, municipal budgets, charters, and tax records.

A city's ability to respond to the political and social demands of its population is dependent to a large degree on its historical response to previous group demands as well as upon the city's fiscal condition at the time demands are made. All demands have a cost factor. The costs can be economic, political or social and ideally should result in a redistribution of political and economic power. Who bears the cost is not always clear.

Political responsiveness is determined in part by the type of legal system, by the structure of the bureaucracy that administers the system and by those groups the system tends to favor. Whether the issue is organized group participation in school matters or group participation in urban renewal, issues are played out in the three cities under study against unique political backgrounds, each determined by the city's historical and current political culture. In the city profiles, we discuss that background and bring into focus the objective elements that may affect political and social outcomes with regard to organized group demands.

To the extent that groups' demands always involve the allocation of finite economic resources, it is clear that a municipal corporation's fiscal position will have a bearing upon the range of responses it can make. In this case, the distribution of economic and political power is fundamental to any determinations of how economic and fiscal decisions are made. In Boston, Atlanta and Los Angeles, economic imperatives regarding, for example, taxation emanating from the State have a serious impact on the fiscal foundation of each of these cities. To a great degree, the national economic scene also limits a municipality's range of options in economic and fiscal affairs.

The profiles are organized in such a way as to allow for comparative reading by topic heading. The order is consistent for each city profile. The logic of the arrangement does not necessarily indicate priority of contributing factors. However, analysis of the general economy naturally precedes that of housing as the quality of housing is determined in part by the city's overall economy.

ATLANTA

Many view Atlanta as a progressive city. It has apparently actualized the theoretical potential of the modern southern city. Unhindered by the population shifts that have adversely affected all major urban centers, Atlanta seemingly continues to move forward.

A black mayor, a black majority in the city council, a black president of the powerful and pervasive Chamber of Commerce, a black president of the school board, a black majority on the school board, and a black superintendent of schools--all this should confirm that Atlanta has undergone fundamental change in its political and social structure.

In the 1960's and early 1970's, Atlanta was widely hailed as the most favorable city in the South for business interests. Nearly 150 cities sent delegations to observe Atlanta's successful methods for attracting new business. The 1970 census on urban economic growth provided objective evidence that Atlanta had realized its greatest per capita income growth since World War II.

As both Jennings and Hunter separately concluded in their methodologically diverse studies of Atlanta, the civic elite has exercised its power from behind the scenes, influencing the choice of key political leaders in the city and, more importantly, maintaining tight control over the economic system. The civic--or more accurately the business--elite historically has had ties to Atlanta's black leadership. Some would say that this elite is responsible, in fact, for designating that leadership. Recently this civil elite has begun to include black leaders who have emerged from the civil rights confrontations of the 1960's. Today's emerging leadership also seems to spring from a new spirit of neighborhood activism.

As the profile of Atlanta will indicate, myths about the city are numerous. In his book Economic Growth and Neighborhood Discontent (1976), Stone concluded that "more than 20 years ago Floyd Hunter found that Atlanta businessmen were extraordinarily influential. [My] study reaffirms that finding."

Perhaps the major accomplishment of the Atlanta white establishment has been its ability to project and sustain the myth of widespread political change and economic progress in Atlanta in the face of presently surfacing evidence to the contrary.

Economic and political issues in Atlanta must be viewed in the light of the city's special circumstances: (1) most other large cities with black populations in excess of 100,000 in fact do lack Atlanta's economic potential, being on one hand northern cities past their period of economic growth, or small cities of the South without strong economic sectors; (2) Atlanta has a sizable black middle class with a long history of participation in business, the professions and, more recently, government; (3) the Atlanta University Consortium is a national center for black higher education; students come from all over the nation (the Consortium attracts a significant number of black intellectuals and educators to Atlanta and has been a source of active black middle class leadership); and, (4) Atlanta is the principal city of a State that ranks low in per capita wealth, income and educational levels attained as compared with most of the other 50 states. It therefore draws talent and is a net importer of skilled and upwardly mobile populations. Atlanta draws not only from its own state but from other southern states as well as from many northern states.

County and Local Government*

Strong county governments are a tradition in southern states. In 1970, the Atlanta Standard Metropolitan Statistical Area (SMSA) contained five counties and 45 incorporated cities and towns. The SMSA has 15 county school boards as well as three independent municipal school boards. (Most school boards in the SMSA are coterminous with county lines; however, Atlanta is one of three independent systems.) Atlanta is largely located in Fulton County, which is administered by a county manager and seven commissioners. Four commissioners are elected at large, three by area. Georgia's major cities, not unlike other major cities, have fairly recently begun to achieve political status within the state commensurate with the percentage of the state's population that lives in the cities. (Prior to the dissolution of the county system of elections for the State Legislature, Fulton County, the most populous county in Georgia, had a representation in the State Legislature equal with areas approximately one-tenth its size (Key, 1949) (see Table A-1).

Characteristic of other areas, Atlanta and Fulton County have cooperated to prevent the duplication of area services. Not all efforts have been successful; for example, Fulton County reestablished its own all-white police department in 1975. The county's action, it would appear, was in response to Atlanta liberalizing its hiring practices, resulting in a notable increase in the number of black policemen.

Differences in the racial composition of the city and the county (and the surrounding towns) played a major part in schemes for annexation. Public discussion concerning the incorporation of portions of metropolitan Atlanta increased during the Massell administration. Mayor Massell (1969-1973) was committed to annexation; he viewed it as a political and economic necessity. Debate heightened during the first administration of Mayor Jackson (1973-1977). The primary advantage of annexation for the municipality would be to widen its tax base. One important obstacle is the necessary racial integration that would follow, particularly in the school system. Atlanta's student body is virtually all black, the county system

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* See Comparative Statistics for the three states in which the site cities are located, at the end of Appendix A.

A-1. Atlanta - Georgia Congressional District

	4th	5th
Area	Eastern section of and DeKalb county	Fulton County - contains 90% of the city of Atlanta
Description	Small part of city of Atlanta and ½ of residents of suburban Atlanta; statistically closer to some northern areas than to Southern Georgia; home to whites fleeing "black" Atlanta.	A center of civil rights movements; known for its racial moderation and as the home of the Atlanta University comlplex.
Congressmen/year elected	E. Levitas/1974	W. Fowler, Jr.? 1977
Census Data		
- population	459,335	460,589
- central city	16%	87%
- suburban	80%	13%
- median family income	$11,750	$ 9,050
- families above $15,000	31%	24%
- families below $ 3,000	5%	3%
- median years education	12.4	12.1
The Voters		
- median voting age	38	40
- employment profile		
white collar	68%	55%
blue collar	25%	28%
service	9%	17%
Ethnic Groups		
- Black	15%	44%
- Spanish	1%	1%
- total foreign stock	5%	4%
Presidential Vote		
- 1976		
Ford (R)	43%	32%
Carter (D)	57%	68%
- 1972		
Nixon (R)	77%	52%
McGovern (D)	23%	48%

is overwhelmingly white. One theoretical solution would be to exempt the school systems from annexation--a policy which would lessen the spectre of further white flight into surrounding counties. Another obstacle to annexation is the diminution of black voting strength. This political strength is sustained primarily by the large number of registered black voters within the political boundaries of the city. At this point in Jackson's second term, the insoluble imperatives of racial politics have made the issue of annexation a low priority for all parties concerned.

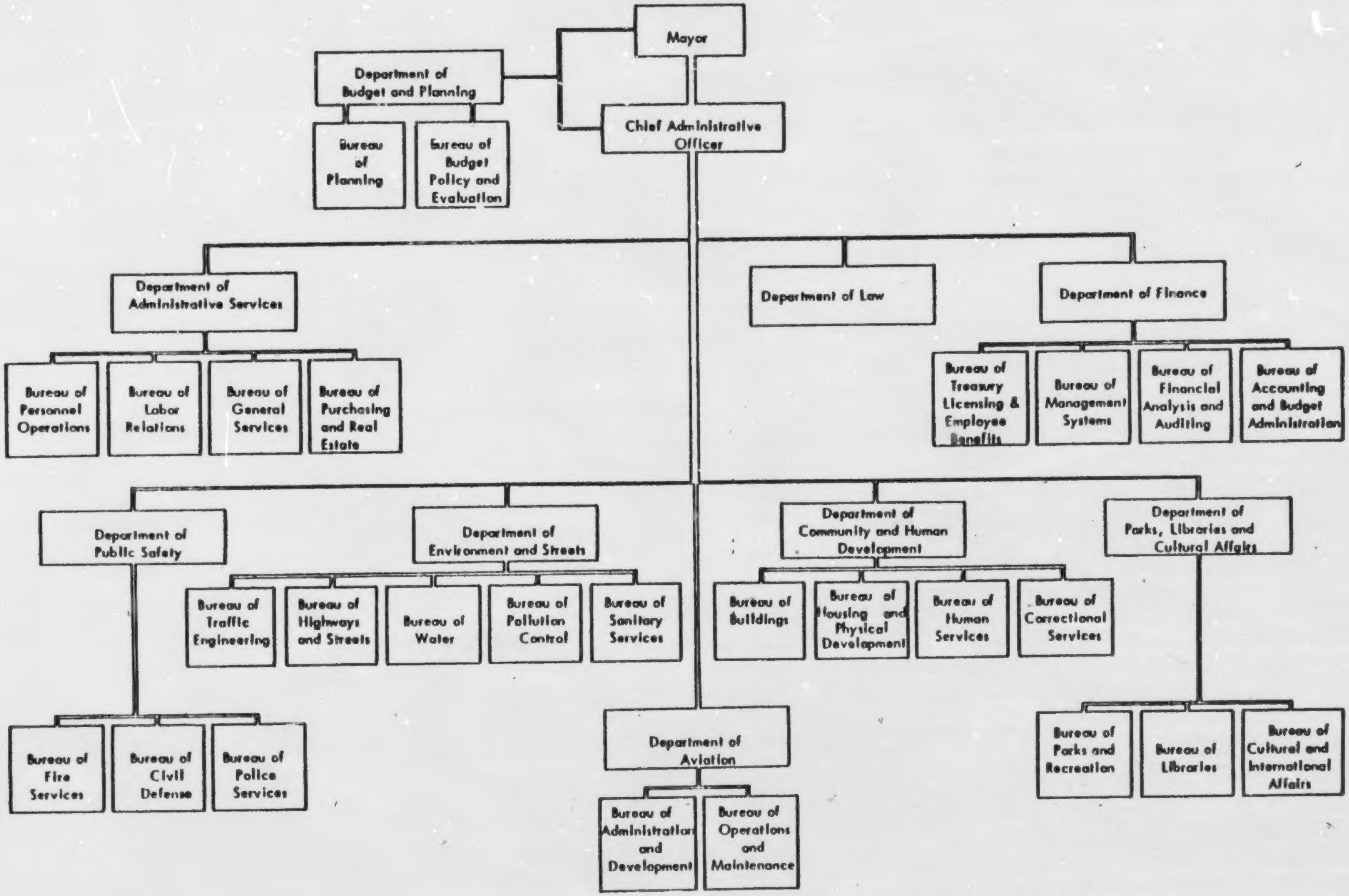
Atlanta's municipal government was reorganized by charter in 1974. This reorganization strengthened the Mayor's executive powers, fixing the term of office at four years but limiting the Mayor to two terms in office. The Mayor sits on a five-man budget commission as well as on the appropriations committee. Three members of the council, all appointed by the Mayor, also sit on the appropriations committee: the chairman of the council's finance committee, the chief administration officer and the director of finance. The budget commission and the appropriations committee prepare the city budget, which then goes to the council for approval. The Mayor has power over the budget passed by the council, and can veto it within eight days of its passage. However, the council may override a veto with a two-week period by a two-thirds vote. Nine city departments are responsible for the day-to-day operation of the government(see Chart A-1).

Elections in Atlanta are nonpartisan, and the Democratic party has historically been the party of political control. Under the new charter, at-large council elections were revised to include three new procedures: (1) that 12 of the 18 member council are to be elected by district, six at-large, (2) that candidates for council president (formerly the Vice-Mayoral position) campaign and run at-large, and (3) that council member terms run concurrently with that of the Mayor (Atlanta Charter, 1973).

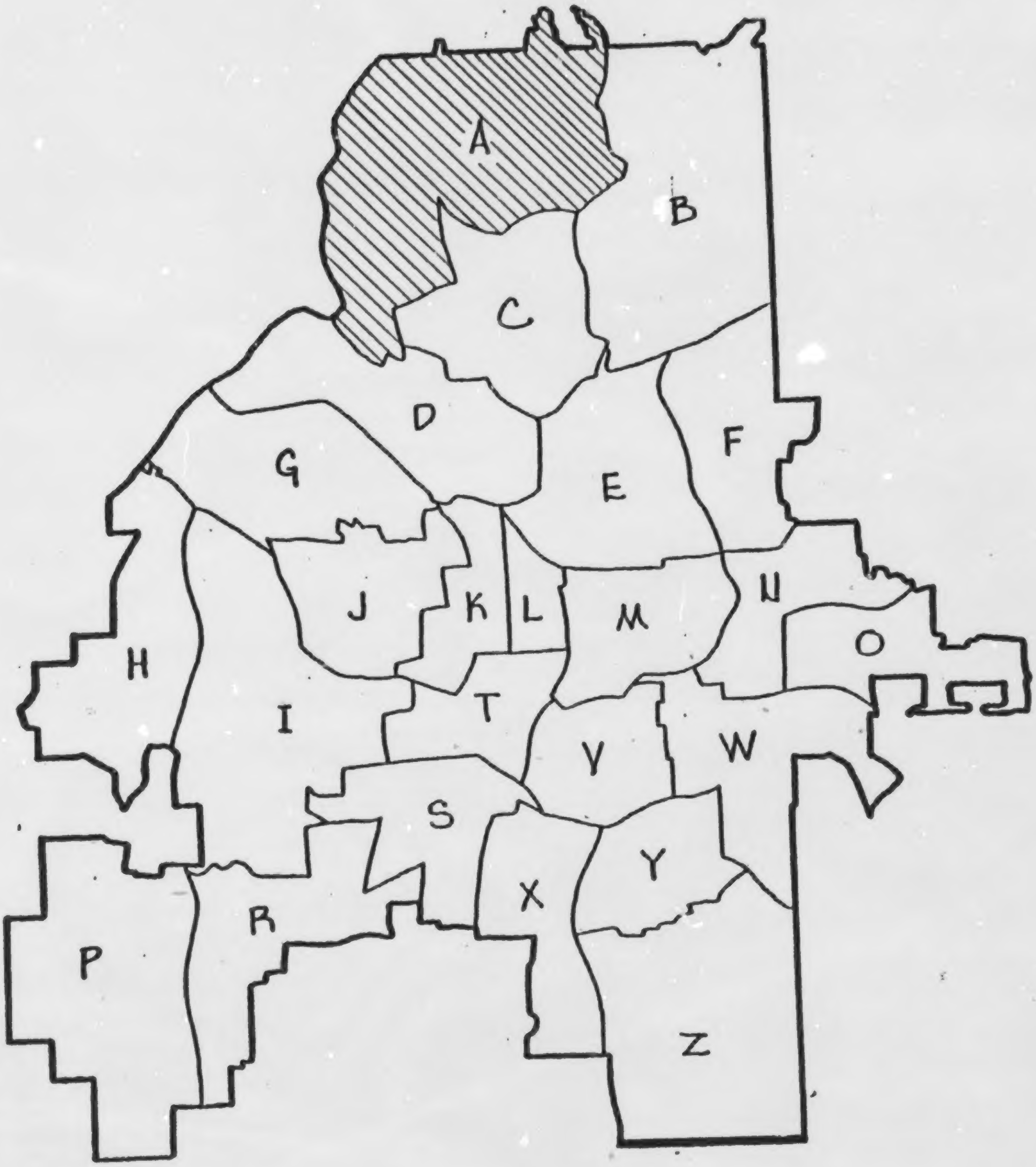
Although the new charter strengthens the Mayor's powers, it does not allow the Mayor the kind of centralized political power common in other large cities. The lack of a party structure as a base of political support limits the Mayor's potential control over local political affairs. As noted earlier, the political and governmental structure of the city has been viewed by most observers as subservient to a powerful business elite. Mayor Jackson has made a significant start in building a base of local political support by creating Neighborhood Planning Units (NPU's) (see Map A-1). These units are designed to help create development plans for each community and to provide communities with representation at the municipal planning level. One of those neighborhood units is discussed in the organization section of this study and is one of the 16 organizations studied in depth.

The new Atlanta city charter mandated the development of 1-, 5-, and 15-year Comprehensive Development Plans. With these plans, Atlanta will attempt to meet identifiable needs through the expansion of citizens' access to governmental information and"[by] establishing more effective

Chart A-1. City of Atlanta: Department and bureau organization, 1977.


Mayor
Department of Budget and Planning
Bureau of Planning
Bureau of Budget Policy and Evaluation
Chief Administrative Officer
Department of Administrative Services
Bureau of Personnel Operations
Bureau of Labor Relations
Bureau of General Services
Bureau of Purchasing and Real Estate
Department of Law
Department of Finance
Bureau of Treasury Licensing & Employee Benefits
Bureau of Management Systems
Bureau of Financial Analysis and Auditing
Bureau of Accounting and Budget Administration
Department of Public Safety
Bureau of Fire Services
Bureau of Civil Defense
Bureau of Police Services
Department of Environment and Streets
Bureau of Traffic Engineering
Bureau of Highways and Streets
Bureau of Water
Bureau of Pollution Control
Bureau of Sanitary Services
Department of Community and Human Development
Bureau of Buildings
Bureau of Housing and Physical Development
Bureau of Human Services
Bureau of Correctional Services
Department of Parks, Libraries and Cultural Affairs
Bureau of Parks and Recreation
Bureau of Libraries
Bureau of Cultural and International Affairs
Department of Aviation
Bureau of Administration and Development
Bureau of Operations and Maintenance

Map A-1. Planning units for Atlanta's neighborhoods.


A
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Z

Source: Department of Budget and Planning.

communications between citizens and government." Ordinances passed at the time of the charter revision support neighborhood participation through procedures arranged for that specific purpose, e.g., public hearings, citizen review of draft plans, and citizen input to the review and updating of plans annually.

Each NPU established a Neighborhood Planning Council (NPC), the administrative body of each NPU. Established local groups, adult residents and businesses are considered to be voting members of the Neighborhood Planning Units. These units are considered to be a decentralizing mechanism. Although it still is too early to determine how effective they will be in decentralizing political power in the city, it is unlikely that much change will occur since NPU's reinforce neighborhood stratification.

Our data have shown that the present operation of the NPU's ranges from an encouraging vitality to a virtual dormancy. Education and school system issues are generally a low priority; the major concerns among NPU's are housing, neighborhood preservation, service delivery, public safety, and transportation.

Electoral Politics*

Electoral politics in the South seem to be entering a new stage. The fledgling attempts of the Republican party to reestablish a two-party system is a symptom of that change. Where this occurs, coupled with increased black registration and voting, it is expected that partisan politics may allow blacks to gain political leverage. The dissolution of the county unit system of elections strengthened the urban vote. The old system was an indirect method of political nomination for the State office. Nominations were determined by unit votes; units were awarded to the candidate receiving the county's popular vote. The number of unit votes per county bore little or no relationship to the size of the population within that county. Dissolution of the county unit system actually increased the value of the vote to all Atlantans, including blacks.

Modern authorities on southern politics continue to affirm Key's thesis that the white concern for maintaining white supremacy persists as the primary thrust of that region's politics. Denial of the right to vote or manipulation of the vote has been a key mechanism in maintaining this supremacy. In 1946, the voting strength of Georgia's blacks was greatly increased as a result of the gubernatorial campaign fought between Talmadge and Carmichael. Carmichael ran as a moderate and encouraged black voters to register and vote. After this campaign, Georgia's rolls carried 110,000 black registered voters--the highest black voter participation in the South (Key, 1949).

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* See Comparative Statistics Tables C, D, E and F (at the end of this Appendix) for data on elections.

Until 1953, almost all electoral contests in Georgia (including Atlanta) involved only white candidates. The first black elected to political office in Atlanta was Dr. Rufus E. Clement, the president of Atlanta University. He was elected to the Atlanta Board of Education. In 1965, black businessman Q.V. Williamson was elected to the Board of Aldermen. Williamson was defeated in an earlier campaign for political office. His opponent was a convicted criminal yet Williamson's opponent had enough political support to be elected in their first contest and to make a strong challenge to Williamson in 1965.

In 1956, approximately 20 percent of the registered voters in Fulton County were black. By 1969, blacks comprised 31.5 percent of the county's registered voters. Black registration in Atlanta's Fifth Congressional District increased 13 percentage points, from 27 percent to 40 percent, between 1956 and 1969. Most of Fulton County falls within the Fifth Congressional District.

By 1960, nearly 50 percent of Georgia's population lived in urbanized areas. Fulton County was and is by far the most populous county. In 1968, Fulton County polled 14.4 percent of the state's popular vote, outvoting Georgia's entire southern region. Consequently the increase in black voting strength is quite significant.

Over the last 25 years, Atlanta blacks have periodically ignored loyality to the Democratic party in national and in local elections. In 1948 and 1952, black Atlantans cast the majority of their votes for the Democratic candidate. In 1956 and 1960, they swung their support to the Republican party. Republican presidential and congressional candidates both received more than 80 percent of the black vote in Atlanta in 1956. In 1968, Hubert Humphrey, a Democrat carried nearly 100 percent of the black vote in Fulton County (Bartley, 1970) (see Table A-2).

Some 90 percent of Atlanta is in Fulton County's Fifth Congressional District. In 1970, 44 percent of registered voters in this district were black. In 1972 President Nixon carried the district with a four percent majority. McGovern garnered 48 percent of the popular vote. This percentage included the majority of the vote from black precincts. In the 1976 election, Carter captured some 66 percent of the district's vote, and as in the prior election a large majority of the vote was from black precincts. In the last two presidential elections the blacks of Atlanta have returned to the Democratic party showing no clear trend toward the support of a two party system.

Historically the white vote has tended to go to the Democratic candidates. Exceptions to this rule have been the Goldwater and Wallace campaigns of recent years. In these cases, the white vote broke along class and locational lines. Throughout Georgia, lower-class rural white voters supported Goldwater and Wallace to a significantly greater degree than did affluent urban whites. In Atlanta, these candidates received their greatest support from middle-income and from working-class and poor

Table A-2. Presidential election of 1968: Percentage distribution of votes among candidates, by ethnic and socioeconomic status of voters.

	White					Black	
Candidates	Poor	Working-class	Middle-Income	Semi-Affluent	Affluent	Poor	Non-poor
Nixon	18.2	35.2	33.4	43.3	58.4	2.0	1.6
Wallace	54.8	42.2	43.5	33.9	11.9	0.6	0.5
Humphrey	27.0	22.6	23.0	22.8	29.7	97.5	97.9

Source: Numan V. Bartley, From Thurmond to Wallace (Baltimore: Johns Hopkins Press, 1970).

groups. The latter two groups traditionally have been identified as more threatened by increased black participation in the political process.

The 1960's civil rights movement increased both white and black participation in electoral politics in Georgia. Since the defeat of the Populist movement in the early 1800's, white registration had generally declined in relationship to minority registration. In 1962, when the U.S. Supreme Court struck down the county system as unconstitutional, and later when the civil rights movement in Atlanta adopted increased black registration as a major tactic, these two factors resulted in both blacks and whites becoming motivated to register and vote. In Georgia, approximately 500,000 whites registered between 1960 and 1970. The black gain was about 168,000 between 1962 and 1978. (Figures for blacks vary somewhat, depending on the source and the base figure. Black registrants were often struck from the rolls; in addition, although in many counties blacks paid the required poll tax, they were unaware of having fulfilled this voting requirement because the tax was an unspecified part of their general tax bills.

By 1970, those of voting age in Atlanta exceeded 337,000. Of this number, 46 percent were black. According to the Atlanta Voter Education Project, as black registration increased, so did white registration in Atlanta; this had occurred in Georgia as a whole during the previous decade. By 1968, 71 percent of all whites eligible to vote were registered; black registration totaled 68 percent of all eligible black voters.

The results of the Atlanta 1969 municipal elections proved, however, that only in some cases was the black vote decisive. In 15 out of 18 aldermanic races and in seven of 10 school board races, it was not. In that election, nine blacks were elected from among 30 public officials (Atlanta Voter Education Project, 1969).

In the election for the Board of Aldermen, blacks increased their elective offices from one to five, through reelection of one incumbent and of four newly elected officials. Two aldermen from each of the nine wards are elected. There were eight contests in which all candidates were white, and two in which all candidates were black. In both cases, white and black voters tended to support the same winning candidate.

As a candidate for vice mayor in 1969, Jackson received 58.2 percent of the vote on the first ballot. His total vote was over 56,000 (41,000 black votes, 15,000 white votes). As a result of effective campaigning techniques, he received 33.2 percent of the Northside vote, a neighborhood of affluent white voters.

The 1969 elections were a turning point in Atlanta politics. The same power-structure components exist, but the solid coalition between white affluent voters and black voters in local elections has been broken.

In local nonpartisan elections, blacks have historically formed a coalition with affluent whites to elect white candidates. The 1969 Atlanta city elections split voters along racial and class lines and proved to be a major upset to the traditional coalition. Vice Mayor Massell was elected mayor with the support of the blacks, but without the support of the white power structure. During the primary, a black candidate, Dr. Horace Tate, helped to siphon off black votes that might have supported the defeated candidate designated for mayor by the power elite, Alderman Rodney Cook. Most black leadership support was divided during the primary, between Massell, a white liberal, and Tate. As a result, there was no solid black voting bloc. In the runoff, black leaders who previously had supported Tate, who was eliminated, supported Massell (see Table F: Comparative Statistics).

In his campaign for mayor in 1973, Maynard Jackson breached the antagonism and the political schism that had developed between blacks and whites. He counteracted effectively with a technique identified by Thomas Pettigrew, namely, that black candidates must assuage the fear of "relative deprivation" that lower-to-middle class whites feel when faced with black economic and political gains. Black candidates such as Mayor Jackson have made political gains by appealing to the civic concerns of whites in such areas as housing, transportation and economic redevelopment (Pettigrew, 1976).

Atlanta voting precincts vary a good deal in size as well as being geographically structured along class and race lines. By examining precinct returns, the Voter Education Project has determined that blacks of low socioeconomic status outvoted whites of the same class. This lends support to two possible conclusions: (1) more minority voters will vote in an election in which blacks are candidates, and (2) when no candidate in a campaign is readily acceptable, despite much agitation on the race issue, whites of lower socioeconomic levels tend to stay away from the polls.

Although many scholars (particularly Hamilton) have stressed the importance of black electoral politics as the most significant channel for achieving and stabilizing black power, Atlanta's experience would suggest that this thesis has its limitations. Most of the evidence in Atlanta would suggest that changes in the political power structure stemming from electoral results are determined by a complex set of factors that include the acceptability of a minority candidate to the non-minority voter, the extent to which minorities are a significant segment of the voting population and the inability of traditional political leaders to continue to control blocs of voters.

Black political leverage in Atlanta is primarily based on the number of black registered voters. Political control for blacks is, in fact, exercised through the process of electoral politics (see Table A-3). White control, while it always relied on the ballot to a great extent, rests fundamentally on a solid economic foundation. As a result, the conditions for "paternalism" and the institution of a "benevolent" power structure continue to exist. The basis is quite simply the gross inequitable distribution of economic and social resources. Ideally, because black Atlantans have the voting majority, they could use this leverage to effect redistribution of income, if not indeed the redistribution of wealth. The most fundamental question is this: Has electoral influence altered established political relationships? The answer is no. In their updated research on the city, both Hunter and Stone have confirmed two facts as still accurate: (1) the Chamber of Commerce is the center of power in Atlanta, and (2) the primary interest of the Chamber is Atlanta's economic growth. Our research tends to support these propositions.

Table A-3. Voter registration in Georgia, by percentage of white and black voters registered, and by percentage voting in presidential elections, 1960 to 1968.

	A	B	C	
Year	White registration	Black registration	Percent in columns A & B in voting for president	Percent voting nationally
1960	58.6	29.4	30.1	63.7
1964	74.6	44.1	43.2	62.0
1968	84.8	56.1*	44.1	61.0

Source: Numan V. Bartley, From Thurmond to Wallace (Baltimore: Johns Hopkins Press, 1970).

*This figure(56.1 percent), represents 18.4 percent of Georgia's total registered voters. Both figures are best estimates.

In 1973, while Jackson was being elected with the help of 18 percent of the white vote, Hosea Williams, a black, was defeated by a white candidate who received an impressive 33 percent of the black vote. Atlanta's black voter, liberated from the requirement to vote the black leadership's endorsed ticket of all white candidates, no longer solidly supports only black candidates. They often behave now as a sophisticated but unorganized voting group, apparently casting votes for the candidate with the image of moderation and ability.

The Economy, Employment and Income

Atlanta is a major distribution and transportation node for the Southeast. Some 430 of the Fortune 500 corporations have regional offices in or near Atlanta, as do many smaller national corporations (World Almanac, 1978). The image of Atlanta as a fast-growing national business center is in part based on this fact. In the past, Atlanta's rail system was the foremost in the region; today, its airport is one of the busiest in the country.

In most northern cities, migrant entrants to the labor market have often begun as unskilled industrial workers. Historically, this has occurred less often in Atlanta because its economy does not rest upon a broad industrial base. Atlanta's role as a commercial center gave rise to professional or service-oriented employment opportunities.

Atlanta is considered to have advantages not enjoyed by many other cities which are also currently losing their population to a suburban fringe. The vigorous economic notables who control Atlanta are committed to the idea that Atlanta will continue to be the financial and business center of the Southeast. In the early 1950's, the business elite were determined to develop downtown Atlanta over the protest of various organized neighborhood groups (Stone, 1976). Major rebuilding of downtown reinforced the characterization of Atlanta as a vital business community; however, recent reports indicate that many new buildings and hotels are failing to generate expected or needed income.

Social stability has long been viewed as one, if not the most necessary, prerequisite for economic growth. In the classical sense, land, labor and capital remain the core components of economic development. However, they are insufficient without entrepreneurial aggressiveness and stable political conditions.

A stable social climate is often best guaranteed through manipulation of the political processes in the day-to-day decisionmaking that is removed from the voting booth. Atlanta's business community has exercised its solid programmatic influence in this kind of politics since well before the Civil War. Its paternalistic attitude extended to poor whites as well as to blacks. However, black-white racial conflicts have been the most volatile threat to economic stability. This has meant that a political arrangement, unnecessary between the wealthier white community and those whites of less economic and social means, was required between the white community and the black community. The white elite, with the aid of leading black citizens, developed a core of black elites. Until the 1960's this black elite helped keep Atlanta reasonably calm, helping to establish an image of a city too busy moving forward economically to hate.

Prior to the election of Williamson and Clement to the aldermanic and school boards respectively, the black elite in Atlanta had generally been ministers or local small businessmen. Religious leaders were legitimized as leaders by both white and black Atlantans alike. Churchmen were the conduit through which grievances were channeled to city hall, which in turn called upon these churchmen when the black community's cooperation was required.

Atlanta University, the largest black educational complex in America, has supplied the black community with elites of the professional class. (It also supplied activists and a forum for intellectual exchange--from Atlanta University came the first effective challenge to the old black leadership providing the backbone of Atlanta student civil rights activity.)

Across the nation, women as well as blacks have been economically disadvantaged. In Atlanta, although a majority, women are poorly represented in the upper echelon of the "economic mainstream." The following quote from a Community Relations Commission (CRC) report puts the issue succinctly for both women and blacks:

> Even though blacks and women constitute a majority of Atlanta's population (54 percent women and over 60 percent black), blacks and women are economically isolated. Economic isolation is not a new phenomenon for Atlanta but a condition woven into the fabric of our history. As Atlanta has historically been divided into two separate black and white communities, so has Atlanta's business community been divided. Black businesses and professionals primarily service the black community with very little, if any, share of the larger market.

Atlanta: Transition to the Future (published by the Atlanta Community Relations Commission to assess and project the economic situation in Atlanta) states: "In spite of its reputation for its large affluent black business class, black entrepreneurship in Atlanta is surprisingly limited." It has been estimated that blacks control from 0.05 percent to 3 percent of Atlanta's economy.

Joint ventures have provided some recent entry into the market; however, the overall effect has been minimal. Further evidence of isolation was revealed when CRC received a complaint in 1977 that 36 black lawyers found it necessary to leave private practice in Atlanta because they were unable to break into white-corporation-controlled business circles.

Women have also made similar complaints (Community Relations Report, 1979). Unless an affirmative action program is implemented, Atlanta's majority population will lack the ability to fulfill its economic potential. In 1970, despite the CRC's urging, Atlanta's businessmen refused to agree to such an affirmative action plan (Community Relations Report, 1979).

In the last decade the total number of employed persons in Atlanta has declined by 100,000. Despite this decline, the relative distribution of workers among the standard occupational categories has remained much the same. Blacks and females have, however, filled many jobs in the sales and clerical fields. In 1960, 4,700 blacks worked in these two employment categories; by 1970, nearly 19,000 did. Evidence suggests that discrimination in hiring (and promoting) black males in civil service occupations, and the relative limit on the need for unskilled industrial workers, have helped to prevent many in the black population from advancing from unskilled to skilled employment (Community Relations Report, 1979).

While white Atlanta's population has declined, its black population has increased substantially. Between 1960 and 1970, a near threefold increase occurred in the number of workers residing in the central city but working outside in the metropolitan area. (The growth of service and managerial employment in the SMSA has been substantial.) Since mass transit in the area is inadequate, employment outside the city requires use of private automobiles; the poor are discriminated against. This suggests that the potential and major employment sectors for blacks in Atlanta will continue to be limited.

Some studies contend that cities with large minority populations spend more for public employment, which becomes a channel for the upwardly mobile. Atlanta shows a definite trend toward increased black employment in government jobs. In 1964, blacks comprised 15 percent of local government employees, in 1974, 30 percent.

In the decade 1960-1970, few blacks were hired into municipal employment and none were promoted. During the 1960's, 50 percent of new employees were black, which brought the total black municipal employment to 28 percent (Siddons, 1967). Many of the better educated black citizens tended to find employment in black-owned business, in the school system or in the post office (Hein, 1972). Expanded city government employment in Atlanta has provided increased employment for blacks only in limited areas.

Pressure for much improved salaries as well as better job opportunities has not succeeded in the private sector or the public sector, in part because of the nonunionized nature of the Southeast's work force. According to Bahl and Campbell, the income of blacks in minority cities is slightly higher than is their median income in cities with a majority white population. The authors note that the overall income level in minority cities is 10 percent less than it is in white cities. This possibly reflects the greater number of blacks in higher-paying government jobs in these cities. Fewer blacks hold such jobs in cities where they are a relatively smaller segment of the population. Overall, in Atlanta, black citizens still occupy a disproportionate share of lower-paying jobs in or out of government employment (see Table A-4).

Occupational categories are a direct cause of the income gap between blacks and whites. Although both racial groups are heavily employed in the clerical and service areas, black Atlantans are overwhelmingly outnumbered

Table A-4. Occupations of Employed, 1960-1970, Atlanta.

	1960		1970		
	Total Employed	Non-White Employed	Total Employed	Black Employed	Spanish Language Employed
Male: Total	305,733	69,049	209,136	99,152	1,928
Professionals & technicals	36,264	3,275	28,524	8,900	388
Managers	29,745	696	15,412	2,408	213
Sales workers	28,091	761	14,014	2,387	177
Clerical	59,475	3,938	45,939	16,596	503
Craftsmen	31,473	3,315	20,304	7,808	171
Operations	43,048	14,081	23,660	15,190	227
Laborers	12,908	7,680	11,916	9,047	59
Service workers	29,114	16,928	28,358	20,868	151
Private service	16,564	13,394	9,771	9,452	0
Female: Total	117,345	30,468	94,093	47,548	730
Professionals & technicals	13,778	2,061	13,843	5,985	127
Managers	3,820	189	3,260	653	11
Sales workers	7,979	216	5,557	1,282	72
Clerical	40,873	1,317	32,203	10,155	350
Craftswomen	1,292	195	1,606	714	0
Operations	12,258	3,926	10,159	6,609	98
Service workers	13,408	7,492	16,171	11,629	63
Private service	15,871	12,782	9,438	9,139	0

Source: U.S. Census, 1970.

in the professions and managerial fields. Data from the 1970 census show that 21 percent of all employed persons in Atlanta are managers and professionals; blacks, however, comprise only 5 percent of those employed in these relatively high income jobs. According to the CRC report, *City of Atlanta Hiring and Promotion Update* (1972, p. 9), black managers were 7.1 percent of the black labor force in 1970 and 13.5 percent in 1972. Professionals were 15.2 percent in 1970 and 19.2 percent in 1972. The latter category includes ministers, a professional designation not defined by objective educational and economic criteria.

It is important to note that Atlanta has been viewed as a city with a solid black middle class with its own economic foundations. Since, as noted above, the more educated black Atlantan often finds employment in black-owned business, some parameters must be determined for this economic independence. In 1972, black-owned firms numbered 1,987, of which 422 had paid employees, with an average of 10 per firm--for a total of 4,222 for all black-owned firms in Atlanta. As Mack Jones so aptly points out, "This is not the most auspicious base upon which to build political (or 'economic') power" (Jones, 1978). In comparison with other major cities reporting black-owned firms, Atlanta is second only to Chicago in average receipts per firm.

The 1970 census listed Atlanta's labor force at 120,491. The city's unemployment in the 1970's was above the national average but below that of the principal cities of the Northeast. Black unemployment was characteristically high, reaching 30 percent in 1976. Even though black income rose by 113 percent for the decade 1960-70, significantly outdistancing the national increase in black family income (89 percent), the dollar difference between black income and the city average increased from $2,725 to $4,233 (Jones, 1978).

Mayor Jackson's plans to improve the economic status of the city's blacks include job parity in municipal services and the encouraging of black contractors to bid for government business. The Atlanta airport is one of the 27 in the country to receive Federal development aid. The Federal Government has so far awarded $56 million of a total $330.4 million to minority contractors; of that amount $52 million has gone to the Atlanta project. One critic, however, claims that the 2,000 jobs created by these Federal funds constitute a mere drop in the bucket for Atlanta's black unemployed (Scheer, 1978).

Between 1940 and 1970, per capita income increased significantly in Georgia. As one of the 11 states in the southeastern region (excluding Kentucky, included in the 1970 data only), Georgia moved from sixth to third in per capita income (U.S. Census, 1970). Fulton County, in which Atlanta is predominantly located and which in 1970 contained 14.1 percent of Georgia's population, reported 21.2 percent of the State's total personal income (Bartley, 1970).

In 1970, per capita income in Atlanta slightly exceeded $3,100. Some

66 percent of the city's black citizens, however, existed on less than $3,000 per year. Over 16 percent of the population had income below the poverty level. In 1970, blacks in Atlanta comprised 48 percent of the population, but 75 percent of the city's poor (Herrington and Martin, 1975).

The myth and reality of Atlanta is nowhere more emphatically reflected than in the contrast between income levels of its white and black populations. Census data for 1970 rebut the popular belief that blacks in Atlanta are economically above average. Median family income for all families in Atlanta (without regard to race) was $8,400; black median family income was $6,450, far below the white median family income of $10,660 (U.S. Census, 1970).

It is clear that income advantage enjoyed by Atlantans would encourage migration to that city. According to 1970 census data, Atlanta's per capita income, with the exception of Houston, is significantly above the per capita incomes of other southern cities. For blacks, the income differential is most notable. In New Orleans black per capita income is 50.2 percent of white per capita income. In other cities such as Miami, Tampa, Dallas, black income is a slightly higher percentage of white income, ranging to 73.7 percent in Miami; however average per capita income in these cities is less than in Atlanta (Jones, 1978).

Fiscal Conditions

According to a study by Campbell, cities with large minority populations show different fiscal profiles than do cities with relatively small minority populations. Of major importance is the larger expenditure for city services. As a minority city, Atlanta spends more on the average than cities with small proportions of nonwhite population (Bahl and Campbell, 1976).

Many economists use per capita income and per capita expenditures as one measure of a city's fiscal capability. One of the costs of discrimination in employment and education is the high cost of the "maintenance" of the discriminated-against population. This "maintenance" in the form of social welfare aids, special school programs, can translate into higher taxes for the city, especially high property taxes.

Municipal income is generated on taxed property. A broadening employment sector may increase personal income, not taxable property. Since many cities with large minority populations are old and have a deteriorating housing stock and little or no industrial growth, fiscal decline is a clear possibility.

Federal government revenue sharing, block grants, and the CETA program have made funds available that in many cases would have had to come from additional increases in property taxes. In 1975, Atlanta spent more than it received in revenue from property tax, fees, licenses and other taxes.

It therefore relies heavily on aid from the Federal and State governments to meet its expenses. In 1976 Atlanta increased revenue three million dollars over expenditures.

"City officials...boast that in contrast to many American cities, Atlanta's tax digest is still growing. It is but by only a meager 1.58 percent--between 1971 and 1972," as compared with 12.11 percent by "non-Atlanta Fulton County" (Schemmel, 1972).

In 1973, property taxes accounted for 66.1 percent of Atlanta's total revenues; per capita expenditures totaled $554, with $218 allocated for education. Although the ratio of city to metropolitan median income is 0.79 for Atlanta, its ratio of per capita spending vis-a-vis the suburbs is a positive 1.76. Higher spending is made possible generally through increased taxation and State and Federal aid (see Table A-5).

Table A-5. Atlanta: revenue and expenditures ($ in 000's)

General Fund	1976	1975	1974
Total revenues	$103,885	$100,707	$ 99,363
Property taxes	38,331	36,900	31,979
Other local taxes	22,559	19,499	17,723
Other fees, licenses, grants, etc.	42,995	44,308	49,661
Total expenditures	99,886	106,958	94,642

Source: Moody's Municipal and Government Manual, Moody's Investors' Service, Inc., New York, 1977.

The economic indicators suggest that "Camelot has faded" (Atlanta Constitution, 1975). The boom in Atlanta may be over or severely curtailed. Falling vacancy rates, rising unemployment, and foreclosures on large projects are positive signs of either fundamental economic instability or economic overextension. The civic center runs, as of late 1978, $600,000 in the red. The new stadium shows a $800,000 operating deficit. Morgan Guaranty Bank of New York foreclosed on the $100 million Omni Complex and four major central city developments have reverted to the project lenders (Scheer, 1978).

In 1977 Atlanta received more than $4,530 per capita in Federal expenditures, compared with the New York City figure of $1,542. This amounts to over $2 billion for the year.

Reports suggest that the mayor is concerned that Atlanta keep its Moody's AA bond rating. A lowered rating would be a blow to this predominantly black city led by a black executive in spite of the fact that the unfulfilled economic expectations must be laid squarely at the doorstep of Atlanta banking and business interests, which committed themselves to aid the city's rapid growth over twenty years ago, long before Atlanta's black residents had any major role to play in policy formulation and priorities. To quote white councilman John Sweet: "The banks run this city--they're the power, we're just the ombudsmen" (Scheer, 1978).

In 1960 urban Atlanta's median income was $400 below the national median; by 1970 it was $100 above the national average. Retail sales in the Atlanta region increased from $1.4 billion in 1960 to $3.1 billion in the 1971-73 reporting period. By 1972, measured by retail sales, the Atlanta region was the 11th most prosperous in the nation. Private construction, a measurement relied upon nationally as a significant indicator of economic strength, increased from $200 million in 1970 to $700 million in 1971. At least 11 shopping centers in the metropolitan region and 50 office parks have been built in the last 15 years (U.S. Department of Labor, 1976). Metropolitan Atlanta's economic sectors are trade, services, government and manufacturing. Its major trade growth areas as of 1975 were hotels, motels, business and personal services. In the 1965-1975 decade, a 92 percent increase occurred in service establishments, against a national average increase of 54 percent. Government employment increased 89 percent, against the national average of 74 percent. Most of metropolitan Atlanta's increase took place at the local and State, rather than the Federal, government level.

Manufacturing showed a relative decline against other economic sectors. Between 1965 and 1975 manufacturing increased only 6.3 percent, the smallest increase in any major area.

Of the nation's 20 largest metropolitan areas, Atlanta ranked fifth in nonagricultural employment (U.S. Department of Labor, 1976). The Department projects growth of over 80 percent in the service areas throughout the 1970's and 1980's.

In 1975 the average weekly wage for clericals was $111; for secretaries, $204. Operative and service workers' hourly wage ranged from $5.02 to $2.70 per hour. In the 1965 to 1975 period, the rise in Atlanta's consumer price index was nearly identical with the national average. Housing costs doubled, rentals rose by a third. Consistent with the national experience, the Atlanta factory worker saw real wages decline between 1965 and 1975.

In summary, the growth of the metropolitan area is clearly undermining Atlanta's overall stability and its fiscal integrity.

Population, Neighborhoods and Housing

Atlanta was a city of nearly 500,000 people in 1970. The central city showed a two percent population increase between 1960 and 1970, while metropolitan area population increased by 37 percent. Minority population increased in the city by over 36 percent in this period. Clearly a great population transition was taking place.

White Atlantans were leaving the city and being rapidly replaced by black in-migration. Population data compiled since the 1970 census indicate that Atlanta has been losing population since the early 1970's. The metropolitan area continues its rapid growth. The 1974 estimates, as determined by the Atlanta Regional Council, show population figures to be 474,600, considerably down from the 496,973 of the last census. Virtually all Atlantans are native born; the foreign born or those of foreign parentage numbered approximately 18,000 in 1974.

Residentially, Atlanta can be divided into six areas: Northside, East Atlanta, Central Atlanta, Southside, Southwest Atlanta, and Westside. Northside has the highest positive socioeconomic indices. Much of Northside, Westside, Southside and Southwest Atlanta was added to the city by annexation in 1952. Although these areas include pockets of black residences, they can be characterized as predominantly stable white communities.

Westside Atlanta by 1960 was largely black and many residents lived in public housing. Some 90 percent of all public housing in Atlanta is, in fact, occupied by blacks. For many years civil rights groups in Atlanta have protested the concentration of public housing in the black Westside; however, they have had little success in reversing the trend (see Map A-2).

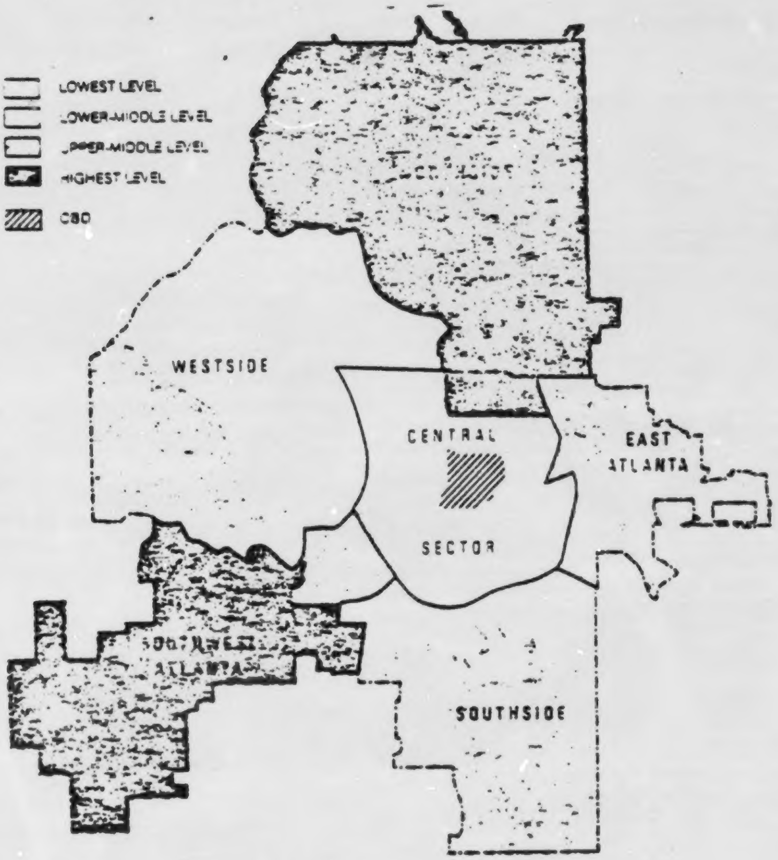
During redevelopment of Atlanta's downtown, large numbers of black residences were displaced. A proposal to build relocation housing, public housing, in Northside, where open land was available, was effectively squashed by Northside residents and their supporters. Northside has no public housing.

East Atlanta spreads east from the central business district. It is lower middle class and has been under pressure of racial transition due to displacement of minorities from the central district during redevelopment. Much of East Atlanta lies in DeKalb County.

Southside contains some poor white neighborhoods and a few pockets of black residences. Southwest Atlanta in 1960 was, like Northside, a predominantly white upper-middle class area. It has recently undergone some racial transition on its northern borders.

Residential patterns nationally tend to show center sectors to be a

Map A-2. Socioeconomic Levels in Atlanta.


LOWEST LEVEL
LOWER-MIDDLE LEVEL
UPPER-MIDDLE LEVEL
HIGHEST LEVEL
CBD
WESTSIDE
CENTRAL
SECTOR
EAST ATLANTA
SOUTHWEST ATLANTA
SOUTHSIDE

Source: Clarence N. Stone, Economic Growth and Neighborhood Discontent (Chapel Hill: University of North Carolina, 1976).

mixed commercial/residential area generally with adverse socioeconomic indicators. Central Atlanta is a poor, mostly black area. Just to the east of the downtown business area is the black commercial district; to the west lies the Atlanta University complex.

During the periods of sweeping urban renewal, an estimated 67,000 people were displaced. The large-scale displacement of a single ethnic group precipitated the racial transition of certain closed-in neighborhoods.

Throughout Atlanta's history, the city has practiced residential segregation, generally confining minorities to the oldest housing stock. In the 1940's and 1950's, the white business and political elite, with the compliance of the black community leadership, established "buffer-zones" of commercial areas and "green areas" of park development to foster neighborhood segregation. In return for holding the minority population within the buffer zones, according to the Atlanta Urban Observatory report, leaders received a promise of increased housing for their community in the Southwest quadrant (Steggart, 1971).

Atlanta's minority population has consistently been confined to residential areas that are overcrowded and poorly serviced. The 1970 census makes it all too obvious that race is a prime indicator of residential location, housing quality, length of residence, housing value, and size of residence. Despite the fact that white Atlantans have been leaving the city in disproportionate numbers to blacks leaving the city, and despite the fact that the majority population is black, white Atlantans reside in more newer occupied housing and occupy overall a greater number of housing units. In Atlanta a city of extensive single family homes, "units" are roughly comparable to one-family home occupancy.

Research Atlanta, a nonprofit research association, reported in 1970--when blacks were clearly the majority population--that housing segregation was more rigid than ever before. By 1970, 61 percent of the city's black population lived in all-black tracts. In 1950, only 46 percent lived in tracts that were virtually all black (Schemmel, 1972).

Atlanta's poor and black populations have, historically, not received equitable amounts of municipal services, deliverable at the neighborhood level. Minority neighborhoods were marked by unpaved streets, reduced street lighting and lax enforcement of municipal sanitary codes. Municipal amenities were and are scarce. Table A-6 was abstracted from information compiled in the late 1960's. To the extent that residential segregation remains a fact, it is unlikely that significant changes have been made. Note also that by 1960 blacks constituted 33 percent of Atlanta's population, but segregation at most public facilities was yet to be challenged.

Table A-6. Recreational Facilities in Atlanta, by Assignment to Ethnic User Group.

Facility	For black use	For white use
Major parks	3	41
Football fields	0	20
Recreational centers	3	16
Swimming pools	3	12
Baseball diamonds	3	22
Tennis courts	8	119

Adapted from: V. Hein, "Image of a City Too Busy to Hate," Phylon Vol. 37, (Fall 1972).

This table is shown not to emphasize its segregated aspects but rather to stress that the inequitable distribution of tax-supported facilities at the neighborhood level is extremely hard to redress because of the permanent nature of such facilities and because of budgeting constaints against equalization.

In 1974, in an effort to give local communities more control over development within their neighborhoods (and possibly to enhance the political network of the mayor's office), the city of Atlanta passed the Neighborhood Planning Ordinance. That ordinance describes a neighborhood as a "geographical area either with distinguishing characteristics or in which the residents have some sense of identity and a commonality of interest or both" (Little, 1976). According to one local planner, Atlanta has 200 discrete neighborhoods (Little, 1976). Since the enactment of the ordinance, neighborhood planning units, composed of residents and local businesses, have been created to suggest and review all planning within the NPU.

Public education is one essential municipal service, previously associated with neighborhoods, that Atlanta has been forced to provide on a more equitable basis. (As Fulton County schools, of which the Atlanta school system is the largest component, continues to lose student population, the nearby suburban counties of DeKalb and Guinnet show marked increases in school enrollments. The Guinnet County school district is in fact the fastest growing school district in Georgia.) As noted earlier, NPU's do not appear to be heavily involved in the delivery of educational services; interests seem to center on housing service delivery, public safety, parks service, and transportation.

Conclusion

It may appear unnecessarily myopic to profile Atlanta with such rigid concern for race and class. However after careful attention to issues, political actors, and policy formulation, the politics of race must be viewed as a very consistent factor.

Jesse Hill, Jr., a black leader recently invited into Atlanta's formal decisionmaking structure, notes that: "There is a change in the ability of the power structure to wield the kind of influence in all directions which it did in the past" (Powledge, 1973). Contrary to Mr. Hill's analysis, very little evidence exists that Atlanta's historical power structures have relinquished their influence to any significant degree.

In past years, Forward Atlanta, a business-like plan conceived and executed by businessmen for the good of the business community--and thus for the good of Atlanta--was largely responsible for the impression that the city was going to reach its full potential despite any smoldering racial tension.

Through the determination of Atlanta's business community, the city embarked on a massive rebuilding of the downtown area, in large part with renewal funds provided by the Federal Government. In rapid succession the city constructed a sports complex, Underground Atlanta and Peachtree Center. Unfortunately no contracts with sports teams were secured prior to the start of construction of the sports complex.

The Metropolitan Atlanta Rapid Transit Association (MARTA) ratified in 1971 by Fulton and DeKalb counties, was another step to increase the profitability of investments in Atlanta's downtown. MARTA, providing rapid local bus service, ostensibly had input from the city's poor communities through their representations to its board. However, a member of the Chamber of Commerce candidly admitted that through the manipulation of the communication channels, the poor can be convinced that they are part of the decisionmaking process although in fact, in spite of public hearings, they cannot exercise any meaningful oversight.

The Atlanta Action Forum comprises 12 black and 12 white members, including John Portman, businessman and architect responsible for much of the rebuilding of downtown Atlanta. This group, claiming to be nonpolitical and interested solely in cooperation between whites and blacks for the betterment of Atlanta, is a strong policymaking group. The school integration plan, giving blacks administrative positions in lieu of integrated classrooms, resulted from a compromise hammered out within the Atlanta Action Forum. Poor black communities have accused the black leadership of trading jobs for "big blacks" for a limited desegregation plan.

The compromise and enactment of the initial desegregation plan was carefully orchestrated to keep a semblance of reasoned calm between Atlanta's black and white factions. Meetings between the black and white leaders went unreported. There was little newspaper coverage of the compromise being shaped; furthermore, those Atlanta business leaders who were intimately involved retained their traditional low profile.

The lack of journalistic enterprise in uncovering the powerful interest group linkages that support or suppress certain policy formulations is a fundamental constraint to enlarging the power base.

Atlanta is, in terms of new interest groups' ability to gather information, effect policy and establish themselves as viable countervailing forces, a relatively closed city. Any possibility that black organizations could assume this stance has been compromised by the creation of organizations that parallel white organizations and institutions (business associations, parents groups) with regard to class, residential location, occupation and politics. Yet the political and economic differential between the races, with respect to influence, continues to be a major determinate of the effectiveness of minority groups.

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Appendix A:
Atlanta

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BOSTON

Urbanologist L.C. Keyes, Jr., states that Boston is a nineteenth century city, an old city, built for another era. Boston's political history demonstrates that its liberal image is only selectively deserved. Politically, socially, economically and even geographically, Boston appears to be a city fragmented by racial, ethnic and class antagonisms.

Political party operations had a socializing influence on the city's myriad population groups. The Democratic party embraced the newcomer and political bosses facilitated their acculturation into a new society. A substantial number of Boston Yankees, in response to urgent demands for political and social equality from new groups, moved to the surrounding suburbs. Although the Yankees left the city proper, they retained economic control of the city. From this situation, there ensued a great deal of Boston's economic and political difficulties.

During the nineteenth century, Boston grew by annexing her neighboring towns. This practice was halted in the early 1900's--much earlier for Boston than for other central cities--and coincides with the out-migration of Boston's aristocracy (Keyes, 1969).

In several instances, the towns Boston annexed retained their own names and many have kept their ethnic identity as well. Present day population locational preferences are influenced by Boston's historical social and community structure that includes a strong allegiance to neighborhood.

Religion and religious leaders have had a major impact on the history of the city. Religious schools, for example, have provided an alternative school system which may have helped to delay, by providing an escape mechanism, earlier protests for reform in school policies.

State and Local Government *

Boston was incorporated in 1822, and has been a major city with a population of over 100,000 for more than 120 years. The city was granted a unique "custom made" charter by the State Legislature although the State continued to interfere in its municipal affairs due to the fact that Boston is the State's capital and Massachusetts' principal city. Until 1936, Boston was unable to set any tax rates without State approval. Boston's police commissioner was, until the early 1960's, responsible to the governor of Massachusetts, by whom he was appointed. The issue of Boston's political autonomy accounts for an excessive amount of legislative time. As a result, by 1966 over 100 bills concerning Boston had come before the State Legislature each year, most having to do with such typically municipal government functions as traffic regulations.

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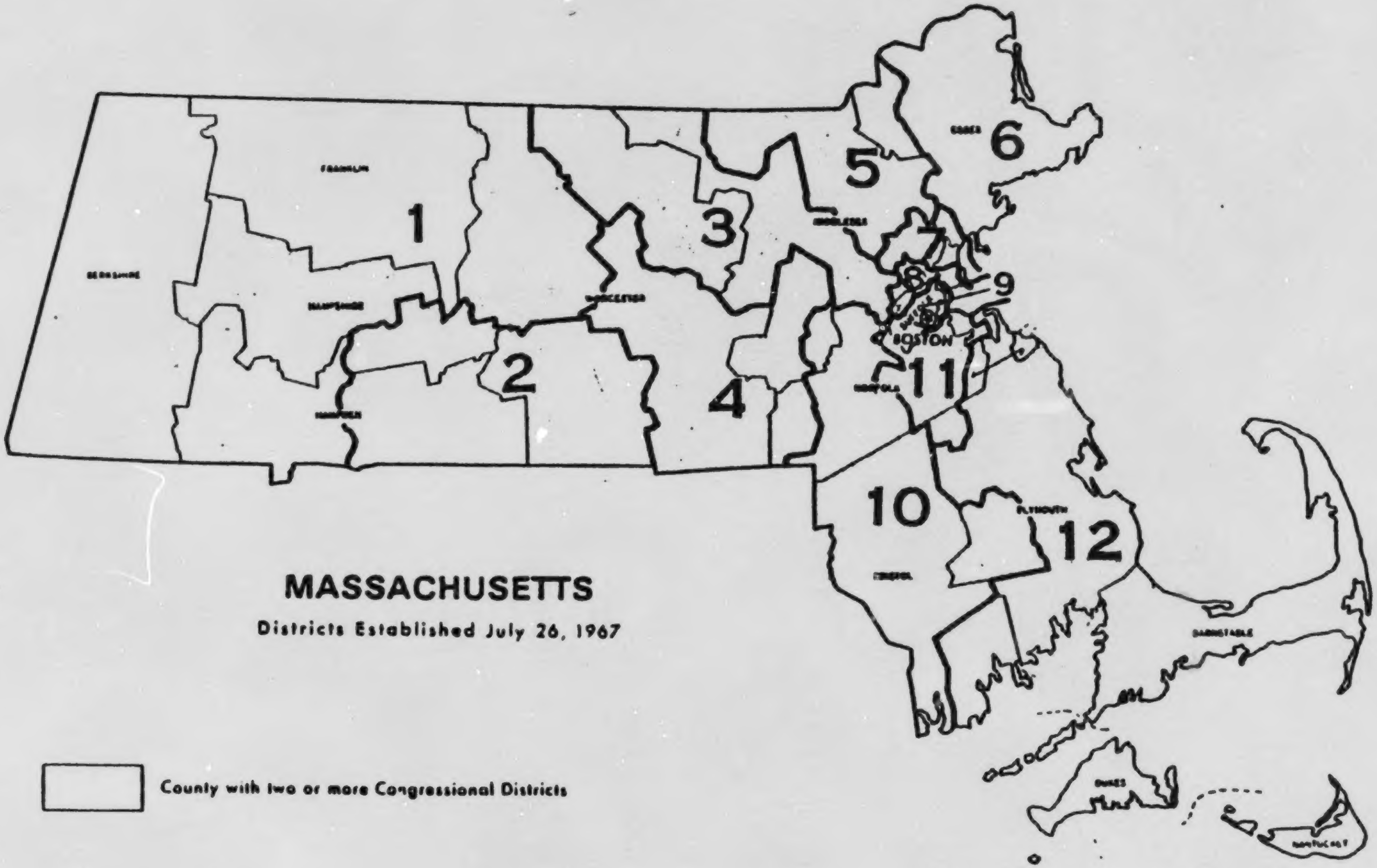
* See Comparative Statistics Table A (at the end of this Appendix) for state profiles.

Map A-3. Boston congressional districts prior to 1967 Reapportionment.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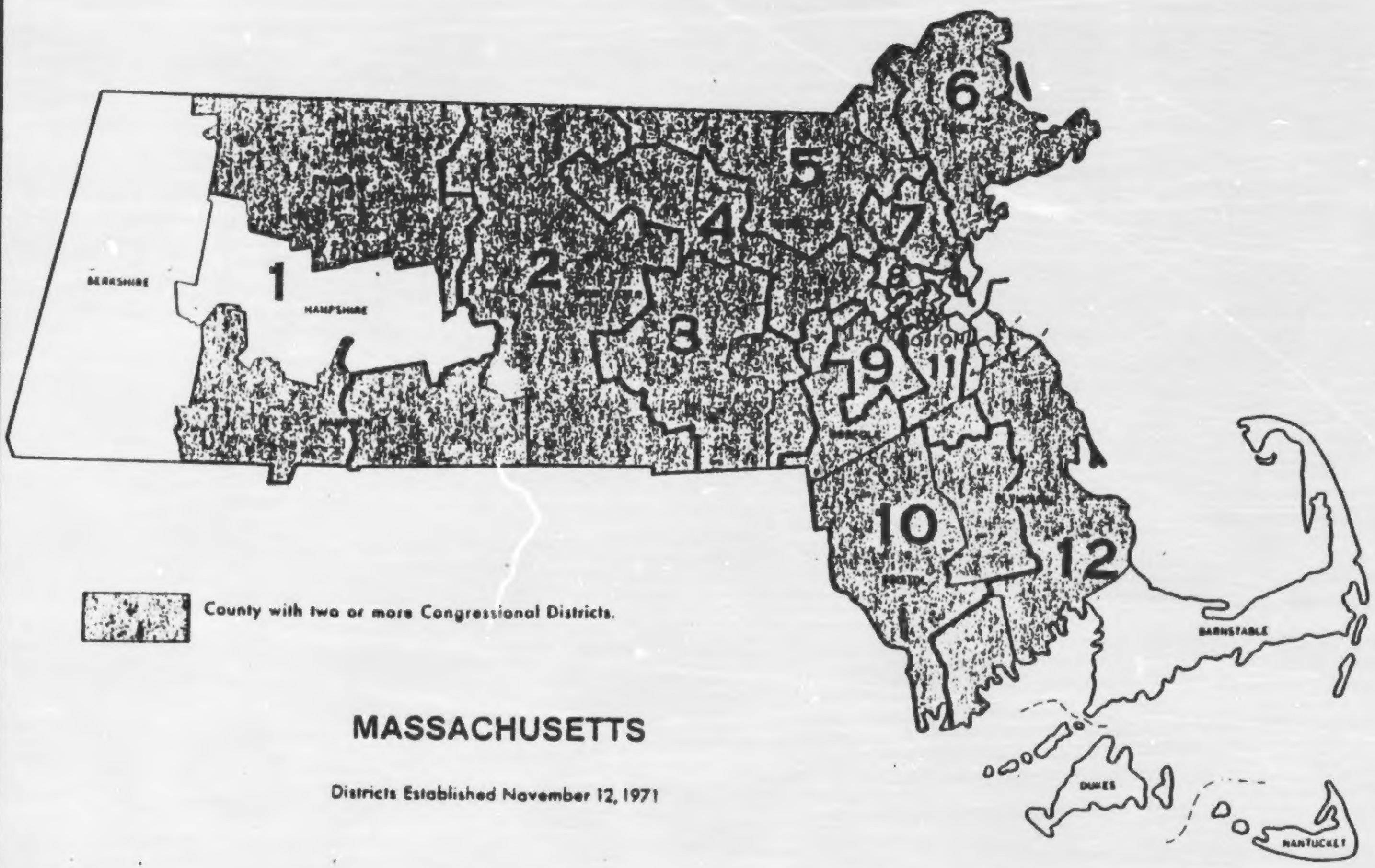
BOSTON
MASSACHUSETTS
Districts Established July 26, 1967
County with two or more Congressional Districts

Map A-4. Boston reapportioned congressional districts, 1971.
(Note: Boston now included in enlarged suburban area.)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BERKSHIRE
HAMPSHIRE
BOSTON
NORFOLK
PLYMOUTH
BRISTOL
BARNSTABLE
DUKES
NANTUCKET
County with two or more Congressional Districts.
MASSACHUSETTS
Districts Established November 12, 1971

The State of Massachusetts granted the right of home rule in local affairs to Massachusetts towns early in 1966. Until that time no statute actually guaranteeing home rule existed. The State seldom voided or annulled the bylaws of any local government and until the 1960's all such local bylaws were legally subject to cancellation by the General Court--the State Legislature.

Since home-rule laws have been enacted in Massachusetts, provisions for metropolitan government have also been made. Urban economists and planners have conscientiously elaborated the issues arising from the difference between the legal and the political city and its functional metropolitan area. Home rule in Massachusetts specifies that the State has the power to create further regional bodies incorporating cities and towns in order to promote and require a metropolitan solution to metropolitan problems. Opposition to metropolitan rule is strong in the Boston area. Boston has the unfortunate distinction, among central cities in the United States, of being a relatively small core city for the size of its metropolitan area. As a result, the services it provides to the area in the form of sewerage, parks, water, etc., are more than usually overburdened compared to those of other central cities.

Local government in Boston is constrained by State laws. The State has the ultimate responsibility for control of air, shipping, and economic development. The governor appoints members to the Boston Finance Commission and the Boston Licensing Board. The Massachusetts Bay Transportation Authority (MBTA), created in 1964 to alleviate the transportation problems of Boston through a metropolitan approach, gives the cities of Cambridge and Lexington (which are served by the MBTA) a voice in Boston city management through their representatives on the regional board.

Influence over the city's political life by those who live outside the city proper has reduced the ability of the local population to control the city's political life (see Maps A-3 and A-4). According to the Committee for Boston Charter Reform, "the problem with Boston's government is a fundamental one. It does not adequately represent the people." This is in spite of the attempts to deal with local grievances through the creation of "little city halls" in 1968.

Boston has a mayor-and-council government. Municipal elections are nonpartisan. Nine council members are elected at-large. Council members are elected for two-year terms and the mayor for a four-year term of office. Both the mayor and the council members serve as Suffolk County commissioners. Suffolk County includes Boston, the cities of Revere and Chelsea, and the town of Winthrop (see Charts A-2 and A-3).

The structure of Boston's City Council has been altered several times. Near the end of the last century, the council was a bicameral body, with different election procedures for each body. A charter change in 1909 outlawed partisan designations, and reduced the council to nine members, elected at-large. In the early 1920's, the council was again

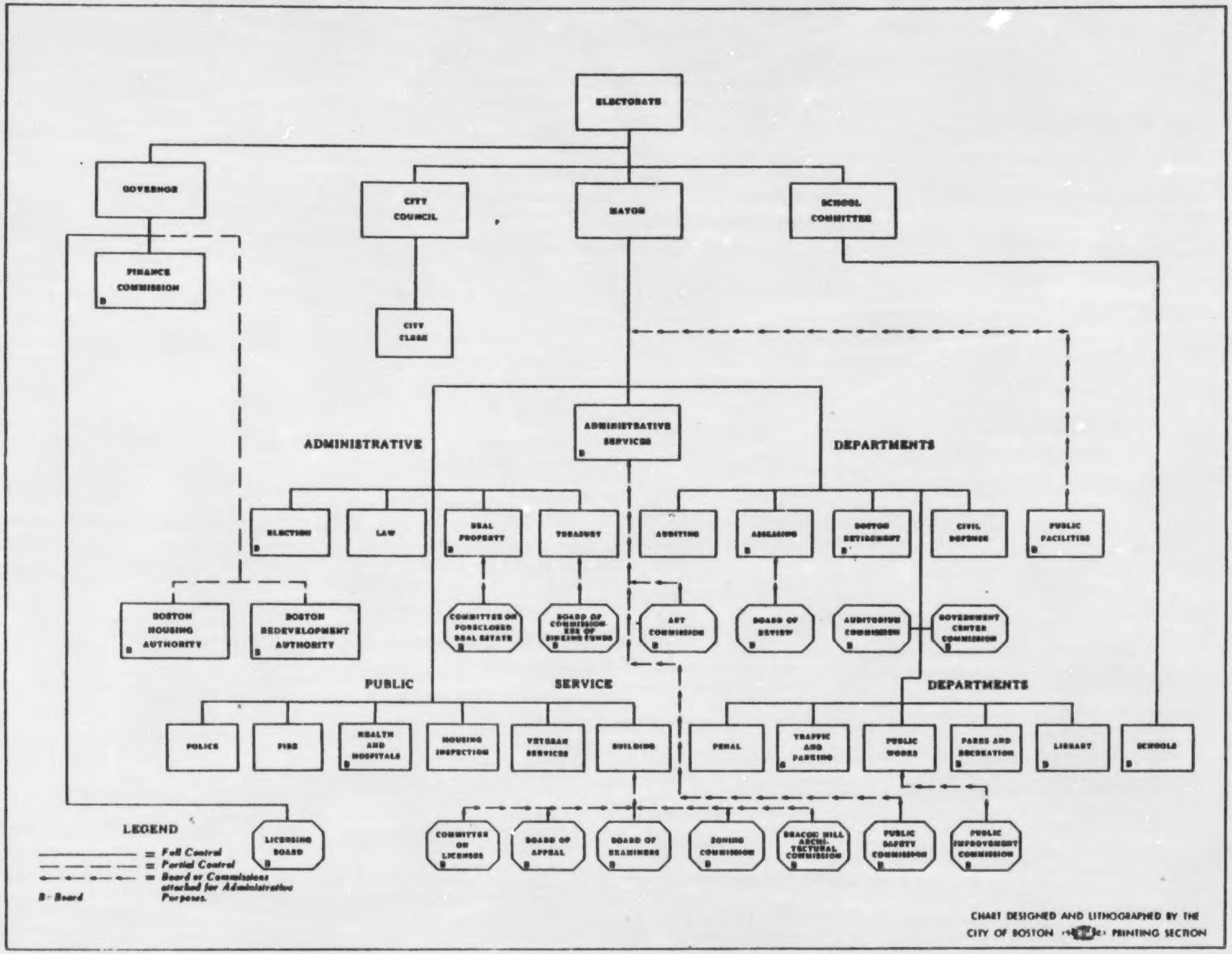
ELECTORATE
GOVERNOR
CITY COUNCIL
MAYOR
SCHOOL COMMITTEE
FINANCE COMMISSION
B
CITY CLERK
ADMINISTRATIVE SERVICES
B
ADMINISTRATIVE
DEPARTMENTS
ELECTION
B
LAW
REAL PROPERTY
B
TREASURY
AUDITING
ASSESSING
B
BOSTON RETIREMENT
B
CIVIL DEFENSE
PUBLIC FACILITIES
B
BOSTON HOUSING AUTHORITY
B
BOSTON REDEVELOPMENT AUTHORITY
B
COMMITTEE ON FORECLOSED REAL ESTATE
B
BOARD OF COMMISSIONERS OF SINKING FUNDS
B
ART COMMISSION
B
BOARD OF REVIEW
B
AUDITORIUM COMMISSION
B
GOVERNMENT CENTER COMMISSION
B
PUBLIC
SERVICE
DEPARTMENTS
POLICE
FIRE
HEALTH AND HOSPITALS
B
HOUSING INSPECTION
VETERAN SERVICES
BUILDING
PENAL
TRAFFIC AND PARKING
B
PUBLIC WORKS
PARKS AND RECREATION
B
LIBRARY
B
SCHOOLS
B
LICENSING BOARD
B
COMMITTEE ON LICENSES
B
BOARD OF APPEAL
B
BOARD OF EXAMINERS
B
ZONING COMMISSION
B
BEACON HILL ARCHITECTURAL COMMISSION
B
PUBLIC SAFETY COMMISSION
B
PUBLIC IMPROVEMENT COMMISSION
B
LEGEND
= Full Control
= Partial Control
= Board or Commissions attached for Administrative Purposes.
B - Board

CHART DESIGNED AND LITHOGRAPHED BY THE
CITY OF BOSTON PRINTING SECTION

Chart A-2. Organization of Boston's City Government.

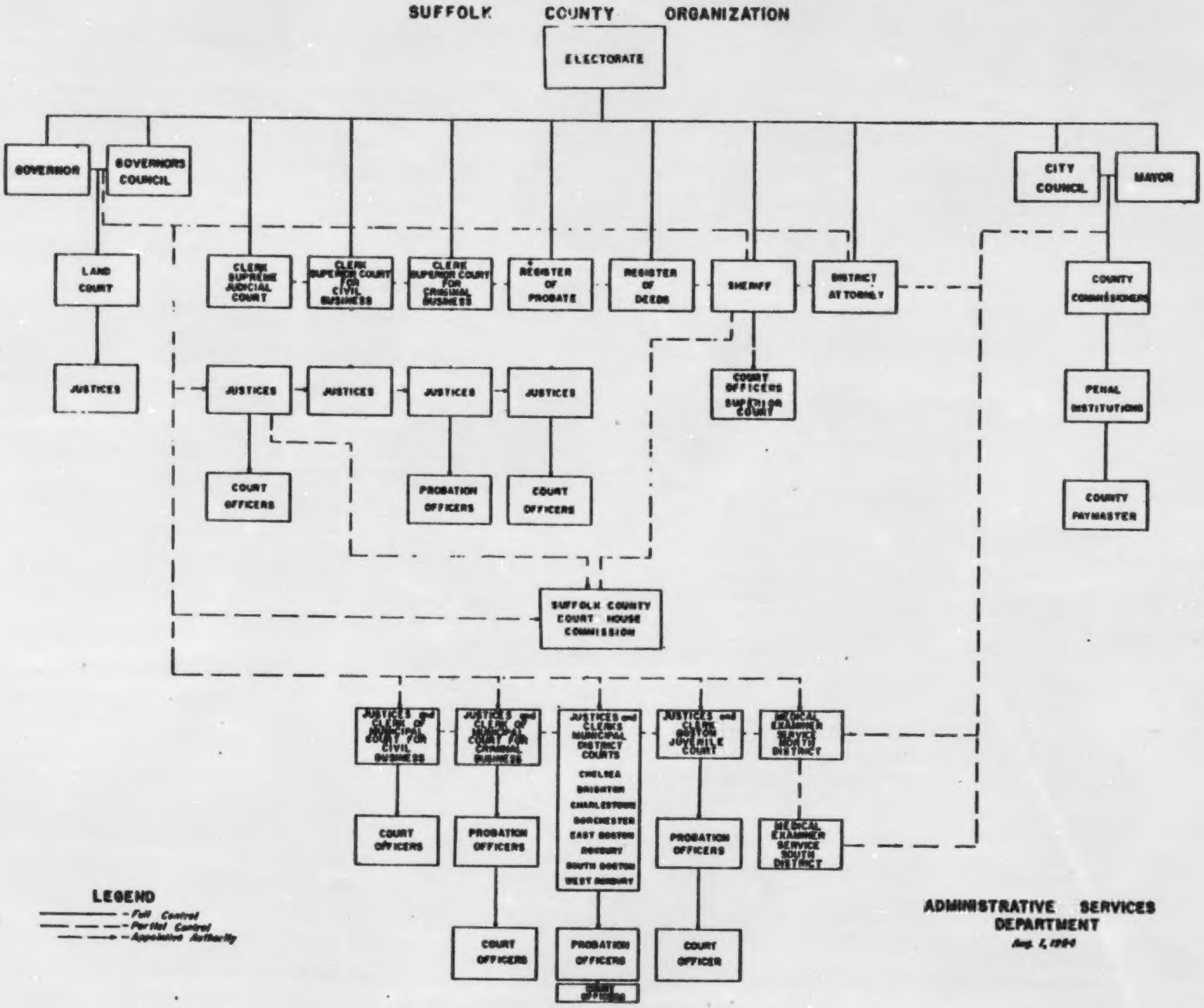
SUFFOLK COUNTY ORGANIZATION
ELECTORATE
GOVERNOR
GOVERNORS COUNCIL
CITY COUNCIL
MAYOR
LAND COURT
JUSTICES
CLERK SUPREME JUDICIAL COURT
CLERK SUPERIOR COURT FOR CIVIL BUSINESS
CLERK SUPERIOR COURT FOR CRIMINAL BUSINESS
REGISTER OF PROBATE
REGISTER OF DEEDS
SHERIFF
DISTRICT ATTORNEY
COUNTY COMMISSIONERS
JUSTICES
JUSTICES
JUSTICES
JUSTICES
COURT OFFICERS SUPERIOR COURT
PENAL INSTITUTIONS
COURT OFFICERS
PROBATION OFFICERS
COURT OFFICERS
COUNTY PAYMASTER
SUFFOLK COUNTY COURT HOUSE COMMISSION
JUSTICES and CLERK of MUNICIPAL COURT FOR CIVIL BUSINESS
JUSTICES and CLERK of MUNICIPAL COURT FOR CRIMINAL BUSINESS
JUSTICES and CLERKS MUNICIPAL DISTRICT COURTS
CHELSEA
BRIGHTON
CHARLESTOWN
DORCHESTER
EAST BOSTON
ROXBURY
SOUTH BOSTON
WEST ROXBURY
JUSTICES and CLERK BOSTON JUVENILE COURT
MEDICAL EXAMINER SERVICE NORTH DISTRICT
COURT OFFICERS
PROBATION OFFICERS
PROBATION OFFICERS
MEDICAL EXAMINER SERVICE SOUTH DISTRICT
COURT OFFICERS
PROBATION OFFICERS
COURT OFFICER
COURT OFFICERS
LEGEND
Full Control
Partial Control
Appointive Authority
ADMINISTRATIVE SERVICES DEPARTMENT
Aug. 1, 1964

Chart A-3: Suffolk County Organization.

increased, to 22 members, elected by wards. By 1949, concerned that local and ward issues were taking precedence over citywide issues, at-large elections were instituted and the council cut to nine members.

Recent pressures for charter reform include various and conflicting demands: that partisan elections be reinstituted and that non-partisan elections be retained; that council terms of office be lengthened to four years and that they be kept as they are; that members of the council and school committee be elected entirely by district and remain at-large; and, that the council size be changed and that it remains the same (Charter Reform, 1977).

Boston's mayors have a strong political voice. The mayor appoints the heads of all city departments, dominates the council, formulates the budget, and is legally accountable for all government expenditures. For example, even though the school committee exercises a degree of independence consistent with a big city school system, the mayor retains control of capital spending in education. The city council does not have the authority to amend the mayor's budget. It can, however, veto it, and the mayor has no power to override the veto. As a result, compromises must be made prior to the budget's reaching the council floor.

The council's responsibilities are somewhat limited although it does possess important investigative powers. Even though council members are elected at-large in the nature of Boston city politics, each council member's primary concern is for his or her resident neighborhood.

The strength of the executive has caused council members to view with skepticism decentralization of local government in Boston. Little city halls (LCH's) are ostensibly designed to increase the responsiveness of government to neighborhoods. They are viewed by council members as a substitute for the political network commonly available to partisan mayors. In 1970, the council turned down the mayor's request for two additional LCH's partly on the premise that their effectiveness had not been proved, and that they were acting as a "buffer" between the citizen and government. More significantly, the growth of the LCH's is a threat to the council's already limited influence.

The first LCH opened in 1968 in a trailer in the Italian area of East Boston. By 1970 the Mayor's Office of Public Service (OPS) had become the central management office for 14 LCH's. Budgetary support was cut back during the city's 1971 financial crisis. In other years, the mayor's proposed budget for little city halls has been summarily passed. (A caveat is necesssary; the mayor, conscious of the political ramifications, has kept the budget modest.) Prior to the budget cut, additional sites had been added at a cost of approximately $1 million (Nordlinger, 1972).

> Each LCH provides notary public service; has a part-time Social Security representative, fire inspector, and one to three senior aides working with the elderly; accepts water, sewer and real

estate tax bill payments; handles applications for common tax abatements and review of rent increases; helps citizens get marriage, birth and death records, and to apply for public jobs and public housing; and help register voters (13,000 in 1970). The Internal Revenue Service annually processes about 1,000 people through the centers. Over 45,000 people picked up their residential parking permits at the LCH's last year.

The centers distribute service directories, ordinances, handbooks, maps, vehicle forms, birth certificate forms, job applications, income tax forms, notices, City Council meeting and hearing announcements, recreation information and other items. An information and referral directory (containing 50,000 items) serves as a guide to all services which are available through private and public agencies in the city.

The list of activities makes it clear that the LCH's are neither an advocacy center for local residents nor a means to decentralize local decisionmaking. Citizen participation is minimal. Local advisory councils (LAC's) were formed in some communities through a self-selective process with leadership provided by the LCH management. In other areas, LAC's were constituted through the electoral process. The "success" of the LCH depends upon the mayor's ability to command cooperation between department heads and the managers of the LCH's--individuals in both categories are the mayor's appointees. Managers have not in the past been chosen to work for the neighborhood in which they live--according to one source, "to avoid their becoming potential political rivals of State legislators who are elected by districts" (Washins, 1971).

A recent study (Nordlinger, 1972) indicates that LCH's are known and used more often by moderate- and higher-income citizens than by those of low- to moderate-income, regardless of race. The number of black residents taking advantage of LCH services tends to decrease at both ends of the income scale. Moreover, a report from the Joint Center for Urban Studies of MIT and Harvard found Irish residents to be the most satisfied with LCH services and blacks to be more critical. The single most significant factor governing the effectiveness of an LCH appears to be the personal competence of the manager and his or her ability to resolve complaints (Nordlinger, 1972).

The LCH plan was promoted as a means by which neighborhoods could gain a greater measure of local control, secure greater access to decisionmakers, gain sensitive government response to diverse needs, especially for the poor and minority citizen, and develop a sense of community. In reality, the LCH's are service complaint centers. The local advisory councils, not initially part of the LCH proposal, have no official status and no authority. Moreover, Boston is a city over which numerous regional commissions exercise authority. Little city halls, deriving their power from the mayor's office, have no influence on other agencies with which local residents have conflicts (e.g., the Port Authority v. East Boston on the question of airport expansion).

In the final analysis, some argue that the channeling of either organizational or citizen energies into resolving complaints about service delivery has the adverse effect of merely defusing legitimate concern about major issues such as equal representation, unresponsive government and other politically threatening issues.

Electoral Politics*

Old style reformers promoted nonpartisan government as a measure to prevent corrupt government. The reform movement was, of course, a reaction to the attainment of political power by ethnic minorities of working-class origin. One ostensible ideal of reform government was the structuring of policy formulation and policy implementation for the maximum benefit to the electorate on a citywide basis. In "reform" cities such as Boston, policy is generally implemented by civil service bureaucracies. One of the consequences of reform government is often an insulated civil-service system that resists efforts to make it more accountable and responsive, to all community groups. The Democratic party has virtual total control of Boston city politics. In the absence of a two-party system, candidates for political office are supported by a personal following built upon their successful attempts to identify themselves with neighborhood and ethnic groups.

Statutes to elect council and school committees by district have been defeated by Boston's voters. Minority groups in their attempts to gain political leverage have supported district elections. The city's black and Hispanic minority populations constitute less than 20 percent of the total population but, because of residential segregation, district election could substantially increase their representation in local government. (Elections to State office, it should be noted, are by district elections.) For over 50 years blacks have had their own readily identifiable neighborhood representatives yet black-elected officials have been few. In fact, Boston's first black council member was elected only in the 1960's; the first black school board member and second black council member were elected in 1977.

Not only do minorities lack equal representation, the Commission on Boston Home Rule reported, that for a period of ten years, as a result of at-large elections, three neighborhoods had no representation on the city council. Furthermore, of more than 90 councilmen elected in that decade, 59 came from just three neighborhoods (Charter Reform, 1977). Charter reformers have called for reinstatement of district elections after concluding that at-large elections effectively disenfranchise minorities as well as whole communities where voter registration is low.

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* See Comparative Statistics Tables C, D, E, and F (at the end of this Appendix) for party and electoral statistics.

Within the last five years registered voters in Boston have decreased by 18 percent. In the period 1976-1977, 40 percent of those eligible to vote were registered. The percentage of registered voters that actually vote has swung from a high of 83 percent in the 1964 presidential election to a low of 43.7 percent in a recent election for the Boston City Council and Boston School Committee. In the 1975 election for mayor, 62 percent of registered voters went to the polls (Charter Reform, 1977). The overwhelming majority of registered voters are Democrats (see Tables A-7 and A-8).

Table A-7. Boston: Political Party Affiliations in 1972.

Registered Democrats	Registered Republicans	Registered Independents
71.5%	8.2%	20.3%

Source: Boston Municipal Abstract, 1972.

The mass media, in their choice of those candidates who are newsworthy, play an important role in nonpartisan at-large elections. Citywide recognition of faces and, more importantly, candidates' names are prerequisites for election. Nonpartisan elections in Boston constitute a fertile field for the dynamic personality and the polemic debate on the issues. The large number of Boston-registered Democrats undermines any Republican effort to mount an electoral campaign based on ideological precepts related to national party issues.

The Economy, Employment and Income

The economy of Boston was built upon the once thriving waterfront area now greatly in decline. Until the 1860's, trade and shipbuilding were Boston's primary industries. Boston is still a leading U.S. import port, handling approximately 18 million metric tons per year. Other major industries include textile manufacturing and fishing. These were Boston's traditional industries and as such have been in decline for two decades (Boston Monograph, 1970). Manufacturing has decreased due to the relocation of national firms to other regions and competition from foreign manufacturers in Boston's historical areas of trade.

The decline in the manufacturing sector parallels closely the sudden rise in Boston's minority population. Nationally, the manufacturing sector

Table A-8. Boston voter turnout, 1961-1975.

Election and Year	Number of registered voters	Number of votes cast	Percent of registered voters
1961-City Council, School Committee	318,183	105,595	33.1
1962-State Government	319,529	249,089	77.01
1963-Mayor city	309,002	186,401	60.3
1964-National President	319,047	263,266	83.4
1965-City Council, School Committee	299,194	144,285	48.2
1967-City Mayor	286,798	195,624	68.1
1968-National President	291,764	233,328	79.4
1969-City Council School Committee	265,604	116,292	43.7
1970-State Government	274,178	191,141	69.6
1971-City Mayor	294,711	189,534	64.3
1972-National President	301,511	216,936	71.9
1973-City Council School Committee	263,197	153,495	58.3
1975-City Mayor	256,961	159,363	62.0

Source: Boston Committee for Charter Reform, undated.

in the economy has been a traditional point of entry into the job market for people of low skills. In fact, the expectation of employment in this sector is a principal motivation for migration to any large urban center. A decline in this sector marks reduced employment opportunities for unskilled groups.

Large retail businesses have dimished in the downtown area. Some 14,000 downtown jobs were lost and $78 million in taxable property have been eliminated from the central business district between 1956 and 1965 (McQuade, 1966). Nevertheless, the U.S. Census of Business reports that Boston retail trade grossed in excess of $1.6 billion. Per capita sales were $2,616. Boston has a 25 percent share of the total retail establishments in the Boston SMSA. Therefore, despite the central city's decline in retail units, Boston is still a major center of economic activity in the Northeast.

Since the 1950's Boston has benefited from the growth of its electronics industry. The large number of nationally renowned colleges, hospitals, and universities in the Boston area, which supplied scientists, technologists and other specialists, facilitated the growth of this industry. The electronics industry, with major emphasis on research and development, supplies employment primarily for highly-skilled workers.

As a major northeastern center for finance and insurance (it is home of 50 insurance companies), Boston employs a large number of white-collar workers. Over 86,000 workers are employed as sales or clerical employees (Boston Monograph, 1970).

Boston is a victim of the national trend toward increasing disparity between the income of the central city residents and the suburban ring. In 1970 the average income of all families living in central cities was $13,349. In 1974 the average of those migrating to Boston was $12,864; the average income of those leaving (between 1970 and 1974) was $14,169. The net effect, over time, is a continued decrease of average income of the central city resident, which leads to various levels of fiscal crises such as Boston began experiencing in 1970. This is illustrated by the decline in employment in the city.

Between 1950-1970, manufacturing employment declined in Boston from 101,000 to 63,000 jobs, but rose in the Boston suburbs from 179,000 to 215,000 jobs. While the city's employment labor stock dropped by 38,000, employment in the suburbs increased by 26,000. The figures clearly indicate that a substantial number of jobs in the city were not just lost to the suburbs but were lost to other cities and regions. The annual increase in employment in the Boston suburbs exceeded the national annual average increase. Nationally, between 1959 and 1969, in the suburbs, manufacturing jobs increased at an annual rate of 1.3 percent; between 1950 and 1970, the increase in Boston was over 21 percent.

Service trades jobs in Boston increased by 46,000 between 1960 and 1975. This did not offset the decline in industry and trade employment, and--in recent years--in local and Federal government employment (Boston Plan, 1977) (see Tables A-9 and A-10).

Table A-9. Employment in Boston: Selected Years, 1947-1975.

	Total	Manufacturing	Services	Trade	Government
1947	561,854	111,645	182,819	149,554	79,140
1960	550,561	82,102	204,585	126,978	95,673
1969	578,785	68,651	249,400	121,293	101,722
1975	521,150	50,334	250,296	90,963	97,901

Table A-10. Government Employment in Boston

	Total	Federal	Percent of Total	State	Percent of Total	City	Percent of Total
1947	79,140	34,947	44.2	24,959	31.5	19,234	24.3
1960	95,673	36,727	38.4	37,875	39.6	21,071	22.0
1970	102,579	37,613	36.7	41,917	40.9	23,049	22.5
1975	97,901	28,652	29.3	46,951	48.0	22,298	22.8

Source (Tables A-9 and A-10): The Boston Plan Executive Summary, City of Boston: August 1977.

Boston's work force totals 266,000, with Federal agencies (excluding any military facility) employing 45,700 persons. Service industries represent 40 percent of Boston's annual payroll, making this employment sector by far the largest. The latest U.S. Census (1970) shows that

Boston has 210,400 salaried wage workers, 46,700 government employees and less than 10,000 self-employed workers who reside in Boston (Boston Monograph, 1970).

Although Boston has been losing its white population and gaining a minority population over the last 25 to 30 years, statistics show only a minimal increase in employment of black workers in white-collar industries. Between 1940 and 1970, the percentage of blacks in managerial, clerical and sales occupations showed an average increase of 3 percentage points. According to census data, the clerical fields showed the largest increase: 120 percent between 1940 and 1970; that is, 5 percent of blacks thus employed in 1940 increased to 11 percent in 1970 (U.S. Census, 1970) (see Table A-11).

In terms of per capita income, Boston is a poor city. Between 1929 and 1973, Boston had the lowest real-growth rate of the 30 largest cities of the United States. In 1973, Buffalo, Detroit and Newark, among other major cities with large poor populations, ranked above Boston in per capita income. By 1973, the discrepancy between Boston's central city per capita income and that of its metropolitan fringe was the greatest in the country. Per capita income in the northeastern region in 1972 was $4,756, which compared well with the then-current U.S. per capita figure of $4,492. While this occurred, Massachusetts outdistanced both the nation and the northeast region with a per capita income of $4,855, thus highlighting the income gap between the city and the SMSA.

Boston's per capita income was 88 percent of that of its metropolitan region (U.S. Census, 1970). By 1974, according to the U.S. Bureau of Labor Statistics, Boston's cost of living was the highest in the continental United States. In 1972, median family income in the city was $9,133 compared to $11,449 in the metropolitan area. In 1970 (the most recent year for which data area available), Boston's black and Hispanic populations had median incomes of $6,344 and $5,628, respectively. The 1970 census showed that nearly 12 percent of all Boston households fell below the poverty line; over 25 percent of black families had incomes below the poverty level (Gain, Harvey, Tevin, 1976).

Fiscal Policies

In 1977 Boston increased its property tax rate 28 percent. The average dollar increase was $56.20, from $196.20 to $252.90 per $1,000 of valuation. A decrease in Federal aid and an increase in school cost forced the city to push through this tax increase. As a result of the gap between expenditure and revenue, over 2,000 municipal employees were terminated.

Both State and local expenditures have increased substantially since the 1960's. Analysis of national income proves conclusively that State and local spending continues to outdistance spending in any other economic sector, due to substantial increases among other services in public welfare, health care, highways and education (Samuelson, 1976).

Table A-11. Occupations of Employed, 1960-1970, Boston.

	1960		1970		
	Total Employed	Non-White Employed	Total Employed	Black Employed	Spanish Language Employed
Male: Total	288,246	26,647	266,505	33,753	5,650
Professionals & technicals	33,476	1,759	44,894	3,400	812
Managers	15,513	525	15,035	1,139	205
Sales workers	18,401	457	15,073	991	145
Clerical	58,990	2,615	71,655	7,509	1,103
Craftsmen	32,398	1,878	27,157	3,445	558
Operations	52,175	7,456	27,895	6,162	1,306
Laborers	11,848	1,390	11,031	1,729	271
Service workers	34,575	4,894	42,683	7,190	1,042
Private service	3,559	1,459	2,005	867	51
Female: Total	115,998	11,382	122,284	15,611	2,247
Professionals & technicals	14,790	840	21,746	1,773	291
Managers	2,802	79	3,654	278	25
Sales workers	7,186	200	6,884	468	65
Clerical	40,384	1,603	52,783	5,647	813
Craftswomen	1,421	103	1,464	165	19
Operations	19,533	3,560	13,398	2,666	520
Service workers	13,581	1,714	19,306	3,555	456
Private service	3,193	1,240	1,847	866	51

Source: U.S. Census, 1970.

The property tax is the major source of revenue for Massachusetts, its cities and towns; in 1968 this tax averaged 55 percent of total State and local renues. In Boston, a revenue system that depends for over 60 percent of income from the property tax is particularly burdensome to residential property owners, the more so since more than half of Boston's assessable real-estate base is tax exempt. The remaining nonexempt residential real estate must therefore pay the bulk of local property taxes, although the business share is above the national average. In 1975, real estate and personal property taxes accounted for over 63 percent of municipal revenues--a decline from the 68 percent in 1971. The local share of government programs is financed almost entirely by Boston's property tax. With so much tax-exempt real property, Boston has the highest property tax rate of any municipality. The city raises over 70 percent of its local revenue through property taxes, compared with 40 percent for other large cities and 50 percent for all cities. The assessed value of property in Boston is estimated to be 60 percent of full value with great variation (Boston Plan, 1977) (see Tables A-12 and A-13).

Recent efforts have been made to base the residential property tax schedule on 100 percent of valuation in order to increase its yield and make it more equitable in comparison to the business tax share. As could be expected, this proposition was not widely supported by residential property owners. Any such change will require State approval (see Table A-14).

The controversy over taxing policies has been before the voters for years and has involved the General Court and the State Supreme Court. Widespread disparities in assessment plague the city. These stem from location, ownership and unequal treatment under tax regulations. Commercial property is heavily taxed, contributing substantially to Boston's difficulty in attracting new businesses.

A study titled Assessment Sales Ratios Under Boston Property Tax attests to the complex property schedules used to compute both residential and commercial taxes. Residential property assessment is inconsistent and some neighborhoods have selected reduced assessments. Roxbury, a neighborhood of low economic resources, was shown to be a most heavily assessed neighborhood. As a result, by 1970 the percentage of residents of Roxbury owning their homes was nearly 10 points below the city average (Keyes, 1969), despite efforts by community groups to encourage maintenance of ownership and rehabilitation. Boston's banking institutions have redlined the Roxbury area; some residents seeking remodeling funds to prevent deterioration beyond repair claim they have had to pay usurious rates for borrowed money (U.S. National Commission on Urban Problems, 1967). Equally true, in order to encourage commercial building, development plans have contained substantial deferred tax benefits for developers.

Though a State takeover of welfare costs and a more favorable distribution of the State sales tax to fund education were intended to ease Boston's financial crisis, these measures have been more than offset by increased fixed costs (e.g., municipal administration and salaries)

Table A-12. Boston: Tax rate revenues, 1971-1975.

Revenues(000's)	1975	1974[1]	1972[2]	1971[2]
Real estate and personal property tax	331,087	484,795	321,263	279,769
Departmental Revenues	61,853	91,778	67,214	61,279
Revenue from State	88,341	108,528	85,252	51,265
Motor vehicle excise tax	10,573	10,969	9,179	9,787
Federal revenue sharing	21,000	29,014		
Parking meter fees	1,000	1,200	960	854
Other revenues	8,940			
	522,794	726,283	483,867	409,052

Table A-13. Boston City Budget, 1971-1974 (in 000's)*

	1974	1974[1]	1972[2]	1971[1]
city	244.985	327.370	228.194	201.167
school	139.146	182.618	106.848	95.176

[1] 18 mos. Jan. 1, 1973- June 30, 1974

[2] year ended December 31.

Source: Moody's Municipal Revenue tables, 1977.

* The city of Boston uses a program budget, not a line budget. Once the budget is passed by the city council, each department has discretionary power to allocate its budget. The mayor can either approve or reject a cut in the budget. The city council is the only power that has the power to appropriate. However, the mayor can, with some restriction, appropriate Community Development Block Grant funds.

(Massachusetts State Government, 1970). In FY 1977, Boston lost over $29 million in State aid. The State did not reimburse the city for the hospital costs of welfare patients despite its assumption of Boston's welfare costs in 1968. School costs, which increased 134 percent between 1972 and 1977, are among those that have risen dramatically.

Boston's most significant fiscal problem is its over-reliance on the property tax. In 1977, 58 percent of the city's total assessed valuation was tax-exempt, a percentage that has been increasing for over 25 years. The valuation of tax-exempt property, according to municipal experts, has been growing at a faster rate than that of taxable property. Thus taxpayers are paying the cost of services used by the tax-exempt properties, though these offer economic benefits in the form of jobs and tourists which benefit the cities. Retail sales taxes and income taxes generated in Boston accrue only to the State, which derives approximately 22 percent of its revenue from Boston.

Boston has few choices available for reducing its fiscal difficulties. All require either State funding or State approval for any diversification of revenue sources. A city income tax applied only to the city of Boston has raised constitutional questions that are so far unanswered. Further, any diversification of resource bases might very well cut into the revenue that the city receives under the present State-local tax structure.

Economic gains that Boston may make over the next ten years are likely to be offset by inflation; the increased need for social welfare expenditures; a selectively declining population; a larger number of poor; and, the general aging of the city's infra-structure.

Many central cities, including Boston, are experiencing an urban phenomenon: the return of a unique population--the well-educated, liberal two- or three-member family with good economic prospects. Any stabilizing force they will exert will have significant--though not yet fully analyzed--consequences. For example, studies show these new urban pioneers tend to bid up housing prices in marginal areas, to have only limited interest in the public school system, and ethnically and culturally to have more in common with the city's white population than with its minorities. These new urban pioneers, some black, some white, are settling in areas where fine old housing is still available at reasonable prices and can be put in good repair by a self-sufficient owner. These homes are often in the minority neighborhoods; working-class homeowners may well be priced out of their own homes.

Boston's growing service sector provides new jobs but adds little to the pool of taxable property. Commuters who work in this employment sector pay nothing toward the cost of municipal services. This is, of course, true in all central cities, but in Boston two-thirds of the jobs in the city are held by persons who live in the suburbs. Thus the higher paid workers living in the suburbs do not contribute their fair share of

Table A-14. Boston assessed property value, 1965-1976.

	All Property	State	County	City	School	Total
1965	1,490,000,000	5.30	5.17	78.13	26.40	115.00
1966	1,507,535,800	4.90	5.04	66.63	24.43	101.00
1967	1,531,710,700	7.07	4.94	82.37	23.42	117.80
1968	1,572,308,000	8.18	5.31	87.54	28.17	129.20
1969	1,599,000,000	11.57	7.64	96.50	28.69	144.40
1970	1,617,000,000	8.78	6.87	106.21	34.94	156.80
1971	1,681,500,000	10.76	7.44	117.48	39.02	174.70
1972	1,715,700,000	11.80	7.86	133.77	43.27	174.70
1973	1,742,200,000	9.84	7.57	135.72	43.57	196.70
1974[1]	1,742,200,000	4.92	3.79	67.86	21.79	98.40
1974-75	1,784,200,000		- - - - 147.79 - - - -		48.91	196.70
1975-76	1,793,473,000		N.A.		N.A.	196.70

Source: Moody's Municipal Revenue Tables, 1977.

taxes to the city, leaving it with the need to draw more heavily upon lower-paid city residents.

The 1977 Boston Plan includes social and economic components as well as physical elements. Attempts to increase employment may be difficult to implement for the reasons stated below.

Most jobs in the city are service or white collar, held by persons from outside the city. The biggest labor pool is still unskilled labor and proposed new jobs in the waterfront area may very well go to the underemployed who now live there (i.e., Charlestown residents). A large number of unskilled laborers are black. As a small minority in a city of "minorities," blacks lack economic and political clout. Each employment issue must be fought on an ad-hoc basis.

Redress or reversal of economic nonviability depend upon State and Federal aid. Both State and local fiscal budgets are strained because of the heavy dependence on the property tax for the operating budget. This is exacerbated because educational institutions, major property owners in Boston, pay a flat fee in lieu of the millions they would pay in taxes if their vase properties were not exempt.

Population, Neighborhoods and Housing*

As early as 1890, Census data record the beginnings of a movement out of the city of Boston. By 1920, the upper-income Yankee minority was in the midst of a full-scale relocation to the outlying towns. For those left behind, defending their jobs against cheap immigrant labor, the transition of political power was sometimes accompanied by violence based on ethnic, religious and economic differences (Handlin, 1941).

In 1890, Boston had a population of 500,000; up to one third, some authorities claim, were immigrants, a majority of whom were Irish. By 1920, the Irish dominated Boston's city government. The Yankee Puritanism of fact and legend lasted less than one hundred years before the new immigrant group began to solidify its political control (see Table A-17 for data on present population).

Boston is a city with diverse population groups that identify strongly with their residential areas. As previously stated, this stems in part from many neighborhoods once having been small compact towns beyond Boston's city boundaries. A significant number of Boston's neighborhoods can be termed working class. Unlike Los Angeles or Atlanta, where great disparities based upon income exist between neighborhoods, a larger number of Boston's neighborhoods reflect economic indices closely clustered in the lower- to middle-income range. However, as in most major cities,

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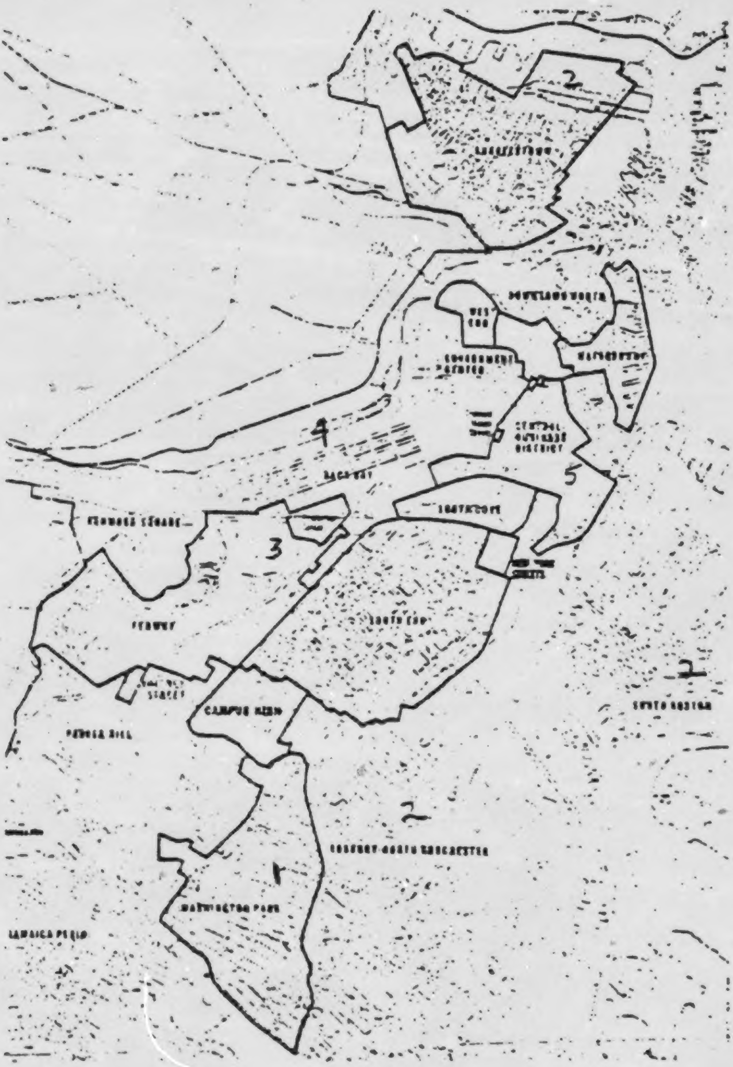
* See Comparative Statistics Table B (at the end of this Appendix).

Map A-5. Boston neighborhoods: Socioeconomic distinctions.


2
CHARLESTOWN
DOWNTOWN NORTH
WEST END
GOVERNMENT CENTER
WATERFRONT
CENTRAL BUSINESS DISTRICT
4
BACK BAY
5
KENMORE SQUARE
SOUTH COVE
3
NEW YORK STREETS
SOUTH END
FENWAY
2
SOUTH BOSTON
CAMPUS HIGH
PARKER HILL
2
ROXBURY-NORTH DORCHESTER
1
WASHINGTON PARK
JAMAICA PLAIN

1-Lower

2-Lower to Middle

3-Middle to Upper

4-Upper

5-CBD

Source: C. Langeley Keyes, Jr., The Rehabilitation Planning Game (Cambridge: M.I.T. Press, 1969).

racial groups tend to be residentially segregated and very stable. Charlestown, for example, virtually an all white community, has very few blacks or any appreciable numbers from any other minority group. Aggregate statistics on housing patterns show that the average tenancy of a Charlestown resident is ten years.

Roxbury, an area much abused by urban renewal, houses the largest concentration of Boston's black residents. At the onset of urban renewal, Roxbury was a mixed neighborhood of well-kept homes with some deterioration along its periphery. The politics of renewal reduced the percentage of housing within the area that the poor could afford and encouraged a process of residential relocation block by block as renewal continued almost unabated for nine years (Keyes, 1969). Roxbury has been undergoing renewal since 1961. The new Boston Plan of 1977 describes further renewal in Roxbury extending into 1983. It calls not only for housing redevelopment but enhancement of economic and social conditions; thus it includes neighborhood "revitalization" through increased employment, industrial development, rehabilitation, commercial rejuvenation, and services centers (see Map A-5).

Since the 1960's, urban renewal has also changed the face of Boston's downtown area. Significant new buildings are Boston's much acclaimed Government Center and the $200-million Prudential Center and Tower in Back Bay. The importance of urban renewal in Boston city politics is well documented in articles, books and in the Congressional Record when Boston residents testified before a congressional committee evaluating housing legislation. Urban renewal policies have been intricately involved in Boston politics for at least two decades. The initial political actors originally were the mayor (renewal policies emanated from the executive branch), the chairman of the Boston Redevelopment Authority (BRA) and, organized community groups (mandated by Federal legislation). The success of group demands for a fundamental role in the planning varied considerably with the race and socioeconomic status of the group. A major finding in studies of Boston renewal (Keyes, 1969; Wilson, 1966) was that the mandated or advisory groups often were not representative of the community. Boston has had the largest renewal project in the country; the BRA is currently lending support to the gentrification of several of Boston's oldest neighborhoods. In the period between 1971 and 1975, renewal funding amounted to $152 million. In recent years, nearly $4 million additional funding has been committed to renewal.

The BRA claims to have a working relationship with the LCH's. It is noteowrthy that both the BRA and the LCH's can be viewed as extensions of the mayor's office (Boston Redevelopment Authority Report, 1977).

The 1970 census revealed that Boston's population now includes a significant number of Spanish-speaking residents. This minority population, predominantly Puerto Ricans, generally has replaced black residents in some areas of Roxbury and Dorchester. As is characteristic of new residents, this population has the lowest percentage of registered voters, the lowest average income, and the highest dropout rate in the city

(U.S. Census, 1970). Minority groups, including blacks, total less than 25 percent of Boston's entire population (see Table A-15).

The median value in 1970 of Boston's single-unit housing was $19,600. By comparison, the median value in 1970 of housing in the Boston SMSA was $23,800. Over 40 percent of Boston's single-unit housing was valued between $10,000 and $19,000. In contrast in the Boston SMSA, 44 percent of the housing has a value equal to or exceeding $25,000, further evidence of the income and fiscal disparity between the city and its suburbs (Boston Monograph, 1970) (see Tables A-16 and A-17).

Housing structures with three or more units comprise 70 percent of Boston's housing stock, with the remainder relatively evenly divided between 1- and 2-unit structures (Boston Monograph, 1970). A significant number of Boston's housing units, whether multiple or otherwise, are wooden structures. These are prone to deterioration caused by neglect, often brought on by the high cost of renovation.

Conclusion

Boston is a city which, despite the adoption of reform political methods that were to guarantee a 'public regardedness,' still retains its 'provincial' atmosphere. Political fragmentation serves to prevent the forging of common interest coalitions. Low income residents who might share economic and political interests continue to conflict because of race and class differences. The struggle between groups of relatively equal status keeps the city from moving forward. Boston is dominated by its state government. It has uncertain economic prospects and lacks economic leverage vis-a-vis its metropolitan region. And lastly, its minority groups suffer from traditional patterns of discrimination.

Table A-15. Boston Spanish surnamed population, 1970.

District	Boston City	Boston SMSA
Population	17,984	36,190
Percent under age eighteen	43%	42%
Median age	21.3	21.4
Median income (males)	$5,628	$6,503
Median income (females)	$3,676	$3,579

Source: U.S. Census, 1970.

Table A-16. Boston Housing.

Boston housing 1970.

Structures	Number	Percent Boston	Percent SMSA
single unit	34,047	14.6	47.3
two units	37,310	16.1	18.4
three&more	160,871	69.2	37.7

Value of single unit structures 1970.

Value ($)	Houses	Percent Boston	Percent SMSA
under 10,000.	2768	9.9	2.7
10- 19,000.	11,869	42.6	29.0
20-24,000.	7,372	26.5	24.4
25,000+over	5,820	21.0	43.9

Median value Boston: $19,600.
Median value SMSA $23,800.

Source: Boston Monograph, 1970.

Table A-17. Boston, Massachusetts Congressional Districts

	8th.
1. AREA	East Boston, area of nationally known universities and colleges.
2. DESCRIPTION	Significant percentage of voters are students, includes wide variety of political views.
3. CONGRESSMAN/YEAR ELECTED	T. O'Neill (D) 1952
4. CENSUS DATA	
- population	474,090
- Central City	35%
- Suburban	65%
- Median Family Income	$10,317
- Families above $15,000	24%
- Families below $ 3,000	7%
- Median Years Education	12.3
5. THE VOTERS	
- Median voting age	39
- Employment profile	
- White Collar	63%
- Blue Collar	24%
- Service	13%
- Ethnic Groups	
- Black	2%
- Spanish	1%
- Total Foreign Stock	41%
- Presidential Vote	
- 1976 Ford (R)	35%
- Carter (D)	35%
- 1972 Nixon (R)	34%
- McGovern (D)	66%

Source: Michael Barone, Grant Ujifusa and Douglas Mathews, The Almanac of American Politics (New York: E.P. Dutton, 1977).

Table A-17. Boston, Massachusetts Congressional Districts (continued).

	9th	11th
1. AREA	Major part of Boston-extends out to suburbs	Southern third of Boston. Most of city's South Shore suburbs. Additional suburban territory south of Boston
2. DESCRIPTION	Most solid Irish seat in U.S.	Heavily Democratic in recent years, Yankee minority abandoning Republican Party
3. CONGRESSMAN/YEAR ELECTED	J. Moakley (D)/1972	J. Burke (D)/1958
4. CENSUS DATA		
- Population	473,680	475,789
- Central City	70%	49%
- Suburban	30%	51%
- Median Family Income	$10,144	$11,052
- Families above $15,000	25%	25%
- Families below $3,000	9%	6%
- Median Years Education	12.2	12.3
5. THE VOTERS		
- Median voting age	43	45
- Employment Profile		
- White Collar	55%	54%
- Blue Collar	28%	33%
- Service	17%	13%
- Ethnic Groups		
- Black	20%	2%
- Spanish	3%	n.g.
- Total Foreign Stock	34%	35%
- Presidential Vote		
Ford (R)	44%	41%
Carter (D)	56%	59%
1976 Nixon (R)	41%	43%
1972 McGovern (D)	59%	57%

n.g. = not given

Source: Michael Barone, Grant Ujifusa and Douglas Mathews, The Almanac of American Politics (New York: E.P. Dutton, 1977).

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LOS ANGELES

In 1860, when the cities of Atlanta and Boston were populous and well established, Los Angeles was a city of fewer than 12,000 persons, well under one percent of the national population. One hundred years later, in 1960, Los Angeles had nearly 2½ million inhabitants and had become the most populous city in the nation (U.S. Census, 1960).

If Boston can be categorized as a nineteenth century city, Los Angeles is a twentieth century city. It combines all of the elements of the modern frontier, its traditions and people are contemporary. It lacks a true patrician class, it boasts a wide diversity of population, including large Chicano, black, Chinese, Samoan, Filipino and Japanese populations. It has the third largest Korean population of any city outside Korea, the second largest Jewish population in the U.S. and the largest urban Native American population in the nation. The city has grown in a populist tradition, constantly suspicious of public officials and committed to public controls through statutory devices, citizens' committees and, at the county level, investigatory grand juries.

The geographic diffusion of the city is reflected in its political and economic life. Observers of the scene, as well as many participants, are often frustrated by the high level of activity but the lack of effectiveness. More often than not, citizen participation (which is routinized, particularly in the school area) frustrates the participants and obscures issues rather than aiding in their resolution. Decisions are difficult to achieve in a community that prides itself on limiting the responsibilities of public officials and institutionalizing a wide range of veto powers. Decentralization of government operations is primarily administrative. Liaison between neighborhoods and the local government is through the district councilmanic offices. All government reform, including community action programs (where citizen participation is mandated), have been geared to reinforce the traditional reform government concept.

Los Angeles is, for most intents and purposes, a socially and economically segregated city, with the possible exception of pockets like the Hollywood area, which supports a polyglot residentail population.

The community organizations selected for study in Los Angeles include a representation of virtually all the neighborhoods of the city. One organization, the Sunsets, considers its community to extend beyond the city limits and into the country. From our data, it appears that informal boundaries are more relevant to the citizenry of Los Angeles than legal, political or statistical boundaries. The spreadout character of the city, its relative low density and its suburban character reduce the impact of the great variation in social, economic and political resources among neighborhoods. Yet, group--particularly ethnic group--residential distinctions are strong and reinforced by the great distances between the neighborhoods.

The spreadout character of Los Angeles' communities presents a particular hardship to the minority and poor population groups. Travel between home and work is usually accomplished in Los Angeles by private automobile. Mass transit has never been a serious priority of local government or industry in Los Angeles, despite the fact that what little is available is heavily used by the poor and the elderly. Because Los Angeles developed during the automobile age, major industries developed in diverse locations without consideration of access for their workers by mass transportation. Moreover, Federal and State policies in housing and highway construction promoted diversified development.

Employment sector segregation is based primarily upon educational advantage and racial discrimination. Organized labor has minimal impact on the city's political or economic life, with the possible exception of municipal workers' unions. Minorities are concentrated in the blue-collar and service industries. Anglos are predominantly white-collar workers. The city has a larger than average white-collar sector, consistent with the fact that Los Angeles is not a major national manufacturing center, even though the manufacture of apparel contributes significantly to the city's economic base (see Table A-18 for district data).

Los Angeles County Local Government*

California has three basic units of local government: counties (58), cities (412), and school districts (1,122). Another large category--multifaceted special districts--exists, numbering nearly 4,500.

Los Angeles County, which contains the city of Los Angeles, is governed by a five-member Board of Supervisors, elected every four years. The board is the executive, legislative and quasi-judicial governing body for the county. A chief administrative officer and his staff administer more than 70 departments and special districts in the county. Services provided by the board fall into four main areas: (1) those extended to cities on a contract basis, (2) those delivered countywide, (3) services provided to special districts, and (4) services delivered only to unincorporated areas. Functions or services provided by the county, according to statute, include social welfare, tax collection and the county court system. In its executive capacity, the board is responsible for budgets and for supervising all special districts. As a legislative body the board adopts ordinances to facilitate the administration of the county government. In its judicial capacity, the board is an appeals court for licensing and zoning matters (see Chart A-4 and Map A-6).

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* See Comparative Statistics Tables A, C, D, and F (at the end of this appendix) for brief profiles.

The five supervisoral districts each serve a population of an estimated 1.4 million people. Each supervisor may select county residents to sit on the county's commissions and committees. The board requires a 3-to-2 vote to pass agenda items (Los Angeles Data Guide, 1975-76). Interest groups concerned with apportionment have questioned the efficacy of having nearly 1.5 million people represented by one elected official. In 1977, the population of Los Angeles County exceeded 7.4 million, making it the largest county in the nation.. The county had 2.4 million registered voters as of mid-1975. The city of Los Angeles is by far the largest city in the country, with more than 2.7 million inhabitants.

Los Angeles County is well known for offering municipalities needed services under contract. This plan was enacted in 1954, with the incorporation of the city of Lakewood, and is referred to as the Lakewood Plan. The plan allows a city to receive its traditional municipal services from the county. All cities in Los Angeles County use some of its services. Since 1954, the new incorporated cities have contracted with the county for most of their services. City councils determine the level of services they require and pay accordingly. The principle that supports the system is that cities can receive services at lower cost through the county than that at which they could provide these services themselves. This is because of the county's fixed costs and amortized capital expenditure.

The average property-tax dollar in Los Angeles County in 1975-76 was spent in four major areas: (1) schools, 43 percent; (2) cities, 21 percent; (3) the county, 32 percent; and, (4) special districts, 4 percent (Los Angeles Data Guide, 1975-76).

County programs are financed in part by the county property tax. The county budget for 1975-76 exceeded $3 billion. Excluding revenue sharing and transfers, this represents a per capita tax of $141.09. Social services received the lion's share of disbursed funds. In 1975-76, at the county level, transfer and grants from the State and Federal governments (41 percent) exceeded the amount contributed by property taxes (38 percent) (Los Angeles Data Guide, 1975-76).

The Board of Supervisors controls 289 special districts. The special districts' budget for 1975-76 ran to over $244 million. Special district budgets are basically paid for by service users, through area property levies.

The California State Legislature has, in the wake of the passage of the tax-reducing Proposition 13, distributed the State's accumulated budget surplus to localities. Several issues arise as a result of the State supplying these funds. Among them are: (1) the possibility that the State will attempt to specify for which services surplus funds may be used; (2) in the interest of maintaining a minimal level of municipal services statewide, the State may seek to prevent localities from decreasing certain essential services below pre-Proposition 13 levels; (3) the State may seek to void contracts that provide for increased wages and benefits, even prior to the passage of Proposition 13, but as yet not implemented; and, (4) the introduction of State bills to limit the ability of local governments to raise the wages of their public employees.

Clearly some of these issues are at least marginally contradictory, but their most important common element is that they all in some way increase the State's role in local affairs. Historically when revenue is constrained it is social services or "liberal" causes that are often disproportionately reduced. The major political result of Proposition 13 may be the enrichment of any conservative trends in the State Legislature. This may prove critical in California, where many groups and organizations take their appeals to the State level.

The State is now being challenged in the courts on whether or not it can force the rollback of certain wage increases. The California Teachers Association has filed action to force payment of previously negotiated salary contract terms.

Los Angeles is suffering from a severe drain of jobs, primarily to Orange County. Industry is growing at a rapid pace in this adjacent county, as typified by the unusual growth of the Irvine industrial complex. In 15 years, this center has mushroomed from 11 to 27,000 companies, over 40 percent of which were once located in Los Angeles County. In his report to the court on desegregation, Dr. Gary Orfield notes that an increasing barrier to desegregation, even on the metropolitan level, is the loss of white families from Los Angeles County to Orange and Ventura counties and to the San Fernando Valley. Twelve years ago Los Angeles was home to 80 percent of the region's population; today to only 60 percent. The loss has been due almost totally to the flight of white families.

The government of Los Angeles City is not only decentralized; according to most analysts, it is also diffuse. The mayor has limited authority. The lengthy city charter, constantly subject to amendments, devotes only one page to the duties of the mayor, which may further suggest that the mayor's ability to act on issues is quite limited. This would imply that community organizations and activists seeking redress of grievances would not necessarily feel obliged to cultivate the mayor's support. In 1966, Mayor Yorty responded to critics of his performance by stating that among the departments he did not control were education, welfare, transportation, health, and housing.

The mayor's power is circumscribed by that of the council to make various appointments and to set salaries and taxes. As Banfield and Wilson have noted, councilmen are not obligated politically to the mayor or to each other. Each council person is elected as a political independent and owes allegiance primarily to his or her district (Banfield and Wilson, 1967).

By 1970, the changing population within the city was creating a potential for change in the city government. of the 15 council districts, one (District 14) was almost entirely Chicano. Three districts (1, 13, and 15) were in transition from predominantly Anglo to predominantly Chicano. Three districts (8, 9, and 10) were predominantly black. These were clustered while the Chicano districts were scattered around the fringes of Los Angeles (Ethnic Trend, 1977). The configuration of council districts in Los Angeles seems to indicate that the poor and minorities may have been rendered politically ineffective.

Los Angeles has a strong populist tradition which influences its governmental structure and encourages citizen participation in the political process. In 1903, charter amendments were enacted to facilitate the removal of elected officers from political office. Early reforms, a direct outgrowth of the California populist movements, laid the groundwork for Los Angeles' enactment of the referendum, the recall, and the initiative. In addition, nonpartisan elections and the direct primary were adopted.

City referendum petitions can suspend enactment of statutes if signed by 10 percent of all registered voters from the previous elections. County and city ordinances become effective 30 days after passage by the Board of Supervisors or the City Council unless a petition "qualified against them" (Couch, Winston, et al., 1977).

A local initiative filed with the City Council (or the county's Board of Supervisors) may be adopted or passed to the voters to act upon. Any State legislation requiring conformity by local governments is not subject to local petitions.

The recall has fallen into disuse for State officers, although it had been used to remove two State senators. On the county level, it has been used more often and with greater success. The recall originated in Los Angeles and was promoted as a means of defeating "bossism." The recall has been used to remove corrupt officials, including two mayors. Prior to 1975, Los Angeles attempted to remove six councilmen by recall and succeeded in three cases. A petition for recall must be signed by 25 percent of those who voted in the previous election (Couch, Winston, et. al., 1977).

The referendum has been a political mechanism in California for over 60 years. It has been described by populist politicians as a tool to enpower the poor. However, zoning issues are those most often put to local referenda.

Virtually from the inception of Los Angeles' incorporation in 1850, citizen and lay boards have had a strong hand in running the government. A charter amendment in 1965 has given the managers of various departments, appointed by the mayor with council approval, the responsibility of running their departments, using the lay commissions in some cases as advisors. A multiplicity of civic groups are active; many have professional staff members. In a rather confusing arrangement, some lay commissions actually head departments; some have specific responsibilities; others merely give advice.

Some departments (e.g., Water and Power, Airports) prepare and adopt their own budgets. These departments set their officials' salaries, control revenues, and direct other financial affairs. With council approval, they can enter into contracts and issue bonds. These departments are, however, subject to audit by the city administrative officer. Department boards have been criticized because each tended to view itself as an independent body without any need to coordinate its activities with other boards and agencies. This tendency is aggravated by the self-regulating nature of some of the boards in their day-to-day activities. The mayor and the administrative officer have only limited influence on the policy decisions of the boards (Couch, Winston, et. al., 1977).

This government structure has become even more complex because Los Angeles City has given or contracted out certain service areas to the county. Los Angeles City is a part of several special county districts. The average voter's tax dollar is divided among so many authorities that it would take many steps to get a full accounting. Banfield and Wilson suggest that widespread voter apathy contributes to the ineffectual nature of so complex and so decentralized a system. An individual's vote, like his or her tax dollar, is so fragmented that little accountability can be expected.

Los Angeles' diverse population and the diffuse character of the political and economic structure contribute directly to the confusion of political life in the city. Los Angeles municipal government has been referred to as "a system of all checks and no balances" (Banfield and Wilson, 1967). The government is often characterized as insular and unresponsive to citizen concerns. Feelings of alienation from government are not confined to those poorer neighborhoods, as one might expect, given the usual pattern of inequitable distribution of municipal services found in most large cities. One study has suggested that alienation, often found in Los Angeles communities, is a consequence of annexation forced upon an area in exchange for the right to water sources. Those independent communities, ranging from high-to-middle income, never intended to join the municipality. In the past years, consequently, seccessionist proposals were quite common. Although the water supply is now handled by a metropolitan regional district; as of 1971, Los Angeles City still had control over the region's sewerage service.

Coordinating services in a city the size of Los Angeles is a major undertaking. Decentralization is extensive and inequitable. Los Angeles' branch city halls (BCH's) were not created to answer recent demands for decentralization of government; they have been functioning for over thirty years--in some cases for over forty years--and thus antedate the time when several communities joined the municipal government.

Los Angeles has 11 BCH's. The physical plant varies considerably, from a multi-service complex of buildings in the San Fernando Valley-Van Nuys to an old remodeled building in Watts. In 1971, the Van Nuys complex employed 435 people and had an operating cost of $7.5 million, while the Watts facility had anoperating cost of $54,000 and employed, on average, 3 people. The 11 BCH's operating budget for 1971 totaled $18.5 million, and they employed nearly 1,100 full-time civil service employees (Washins, 1971).

All BCH's tend to be the site of much civic and business activity. The Van Nuys and Watts facilities represent the extremes in physical plant, facilities and services provided, and amount of citizen or group activity within the walls. The more neighborhood involvement is encouraged, the greater the number of services rendered at the local level; and the more tax dollars expended, the more responsive the BCH is to local needs.

Most BCH's provide up to five major services; i.e., planning services, building code enforcement, street maintenance, sanitation, and issuance of various types of permits. Watts has the misfortune of being located 'within ten miles" of city hall, and therefore is provided with only limited service through its BCH because other services can be obtained "a short distance away." City officials have determined that Watts' neighborhood needs could be met by the provision of a city clerk's office, a human relations department and its councilmanic office.

The Van Nuys offices provide every service found at city hall. The switchboard handles and operates 24 hours a day and over 7,000 calls per week. In 1971 the San Fernando Valley contained one third of the population of Los Angeles and serviced them quite adequately. While it is evident that the service needs of the residents of Van Nuys, some distance from the city hall, may be different from those in Watts, a review of the services provided in other close-in communities on the same socioeconomic level as Van Nuys suggests that the disparity of service delivery is based upon the factors of class and race. West Los Angeles provides a wide range of services, operates a 24-hour switchboard and is housed in elaborate offices although its service population is far smaller than that of Van Nuys (Washins, 1917).

Citizens have neither a major nor a structured role in the operation of the BCH's. Neighborhoods have little or no influence in selection of office personnel, types of services offered, or hours of operation. Citizens do not evaluate performance, create advisory boards, or provide any type of structured feedback to their BCH. Many of the BCH's house their district's councilmanic offices; where they do not, the councilmanic offices are often located nearby.

Los Angeles councilpersons have looked upon themselves as the proper liaison between city hall and the neighborhoods and therefore do not expend much energy supporting effective municipal decentralization.

Since all expenditures and budgets are determined at the central department level, it is clear that decentralization in Los Angeles was intended to be administrative rather than decisionmaking. Moreover, personnel are selected from regular civil service lists. Employees are assigned where needed, without regard to neighborhood. Policymaking is done on the central office level. Citizen perception of the BCH's center on these facilities' inability to rectify complex social problems--which is not unlike the perception Los Angelenos hold of their government in general. Los Angeles has a relatively high degree of "common city services" and therefore a "minimal number of complaints about pot holes and the like."

Charter commissions have recommended that citizens be formally involved in the governmental process on the local level (Couch, et al., 1977). The Chamber of Commerce, the Junior Chamber of Commerce, councilpersons, and some community groups who feel certainly that another bureaucratic layer would not be in their best interest oppose all such suggestions. Enabling legislation to create neighborhood boards is also opposed because staunch believers in reform contend that there would exist the potential for ward-like parochialism to develop at the expense of all taxpayers.

Various proposals, including the creation of city boroughs, have been made. Opposition to political decentralization is usually found to come from within the same socioeconomic stratum, exemplified by the number of members of the Chamber of Commerce that oppose change. Proposals ostensibly less threatening to the reformed government concept such as those emanating from within the city council have also been opposed.

Between its adoption in 1925 and 1971, the Los Angeles charter has been amended 261 times. Most changes have reinforced the concept of reform government or provided for isolated special needs. It is clear that the city is not loath to change the charter, it has simply been reluctant to alter its reformed structure to allow for formal input by its diverse citizenry.

Influential Los Angelenos are proud to describe Los Angeles politics as "unbossed, in the grip of no political machine and behind its formal government there lurks no covert or semicovert 'power elite.'" Moreover, it has been claimed that neither business nor labor exercise excessive political influence (Washins, 1971).

The Los Angeles Chamber of Commerce is very vocal in support of the political status quo. It opposes any recommendation to give the mayor more control as "dangerous" and beyond the confines of the scientific management of government. To expect management skills in a mayor "overburdened with ceremonial and political duties" would be irresponsible. The Chamber also seems inordinately concerned with the origins and amounts of funds that would be put into political campaigns to elect a more representative council and a more powerful mayor.

The early governments of Los Angeles were corrupt and highly controlled by the monied interests of railroad and land speculators. A number of measures of reform were instituted to combat these excesses, however, the results of reform and administrative decentralization have generally been to undermine the citizens' ability--particularly the poor and minorities input-- to policy formulation.

Electoral Politics

An important recent political event in Los Angeles was the election of Tom Bradley as mayor in 1973. Bradley's first--and unsuccessful--bid for election brought out 70 percent of the vote, a record for any Los Angeles mayoral election. Bradley's most natural constituency, the black vote, represented only one sixth of the registered voters in 1969, and as such could not alone carry him to victory. In the 1973 election Bradley was elected on the strength of 49 percent of the Anglo vote. Pettigrew reported that white Democratic voters of all ages and education levels, particularly the college educated, tended to support Tom Bradley, The Jewish vote made a substantial contribution to Bradley's victory. Republican voters, especially those with a high school education, supported Bradley in far smaller numbers, (Pettigrew, 1976).

Although elections in Los Angeles are nonpartisan, support in the Bradley vs. Yorty election battle tended to conform to party: Republicans supported Yorty; liberal Democrats backed Bradley.

Pettigrew claims that the black voter turnout is greater when candidates organize to bring it out. One can conclude, therefore, that minority voters may be more effective in partisan elections where such organization is a normal part of the conduct of party business.

Examination of the congressional vote in Los Angeles County reveals that as minorities more heavily populate districts, those districts are more likely to vote Democratic. (see Table A-19.)

Blacks, though only 7.6 percent of the State's population in 1977, play a much stronger political role than do the Chicanos who outnumber them. In the 1978 elections, blacks won two important State offices: lieutenant governor and superintendent of schools. To date, no Chicano has as yet been elected to statewide office. The State Assembly has three blacks and one Chicano sitting as representatives; two blacks and two Chicanos sit as senators (Turner, 1978).

The first Mexican American elected to Los Angeles' city council was Edward R. Roybal. In 1963 he was elected to the U.S. congress, thus Los Angeles' Mexican Americans lost their representation on the city council.

Several factors contribute to the Mexican Americans' lack of electoral success; gerrymandering, low voter registration, and political disunity among Mexican-American voters are all cited as reasons for their inability to elect a councilman. In 1950, the Community Service Organization undertook the first massive voter-registration drive among Los Angeles' Mexican Americans. In 1965-66, 50 percent of those then eligible to vote were registered. The Mexican American Political Association (one of the first to represent all Hispanics regardless of origin) declared at its founding in 1958 that its overriding aims were: (1) to elect Mexican Americans to political office, (2) to take a position on public policy issues, and (3) to endorse political candidates (Gabler, Moore, Guzman, 1970).

Two other factors restrict the ability of the Chicanos to use the weight of their numbers for political leverage. These are inadequate financial resources and their overwhelming commitment to the Democratic Party.

Recent efforts to unite the Spanish-speaking people of Los Angeles on issues that place emphasis on their common situation (e.g., bilingual/bicultural education) rather than their differences may improve their ability to perform as a political unit in the future.

Electoral politics in Los Angeles appear to be the political arena of strong interest groups rather than the stage on which the individual voter can exercise his basic political judgment. The reformers' most convincing argument is that reformed government reduces the opportunity for narrow interests to dominate political decisionmaking; however, Los Angeles--the most reformed city in this study--is clearly dominated by those interest groups with economic leverage.

Table A-19. L. A. County Congressional Vote

1976

					Major Vote	
District	Total Vote	Rep.	Dem.	Other	Rep.	Dem.
20	217,351	146,158	71,193		67.2	32.8
22	183,312	114,769	68.543		62.6	37.4
23	217,053	86,434	130,619		39.8	60.2
24	159,774	51,478	108,296		32.2	67.8
25	80,625	17,737	57,966	4,922	23.4	76.6
27	209,611	114,623	94,988		54.7	45.3
28	142,915	28,303	114,612		19.8	80.2
29	96,602	10,852	82,515		11.6	88.4
32	127,428	35,394	92,034		27.8	72.2

1974

					Major Vote	
District	Total Vote	Rep.	Dem.	Other	Rep.	Dem.
20	160,736	98,410	62,326		61.2	38.8
22	146,332	81,641	64,691		55.8	44.2
23	170,902	48,826	122,076		28.6	71.4
24	136,722	45,128	87,521	4,073	34.0	66.0
25	45,163		45,059	104		100.0
27	160,605	102,663	52,236	5,706	66.3	33.7
28	110,629	21,957	88,655	17	19.9	80.1
29	47,209		47,204	5		100.0
32	96,265		84,428	11,837		100.0

Table A-19. L. A. County Congressional Vote (continued)

1972

					Major Vote	
District	Total Vote	Rep.	Dem.	Other	Rep.	Dem.
20	213,151	122,309	90,842		57.4	42.6
22	183,174	53,603	123,863	5,708	30.2	69.8
23	195,861	120,313	75,546	2	61.4	38.6
24	205,383	144,057	61,326		70.1	29.9
25	182,651	118,631	58.323	5,697	67.0	33.0
27	208.028	119,475	88,548	5	57.4	42.6
28	238,632	144,815	89,517	4,300	61.8	38.2
29	197,998	49,590	92,856	5,552	34.8	65.2
32	149,514	72,481	72,481	4,888	67.4	32.6

1970

					Major Vote	
District	Total Vote	Rep.	Dem.	Other	Rep.	Dem.
20	168,570	116,437	50,033	2,100	69.9	30.1
22	160,433	63,297	95,256	1,880	39.9	60.1
23	122,113	77,346	44,767		63.3	36.7
24	190,724	124,071	61,777	4,876	66.8	33.2
25	183,549	116,169	64,386	2,994	64.3	35.7
27	208,926	139,326	63,652	5,948	68.6	31.4
28	223,303	154,691	57,882	10,730	72.8	27.2
29	113,928	42,620	71,308		37.4	62.6
32	166,845	119,340	44,278	3,227	72.9	27.1

Table A-19. L. A. County Congressional Vote (continued)

1968

District	Total Vote	Rep.	Dem.	Other	Major Vote Rep.	Major Vote Dem.
20	196,397	136,238	57,064	3,095	70.5	29.5
22	182,268	75,457	103,695	3,116	42.1	57.9
23	149,434	97,232	52,202		65.1	34.9
24	213,415	155,443	47,972		72.8	27.2
25	211,508	145,245	66,263		68.7	31.3
27	225,678	162,854	62,824		72.2	27.8
28	243,638	173,680	65,233	4,725	72.7	27.3
29	145,576	69,485	76,091		47.7	52.3
32	192,796	142,401	46,404	3,991	75.4	24.6

Source: "America Votes." Congressional Quarterly. Washington, D.C., 1976.

Mayor Bradley, elected with the help of a progressive coalition of minorities and liberals (Gottlieb and Walt, 1977), established liaison with the business interest which had backed Yorty. Business preferred Yorty's right-wing politics but constantly battled with him as he tried to exert his style of personal independence.

By the 1970s, pragmatic Los Angeles businessmen realized that such political slogans as "creeping socialism" and "Gestapo techniques," and "welfare politics" were no longer effective. These and racial scare techniques were the former mayor's stock in trade.

After his election Bradley succeeded in becoming not so much the spearhead for progressive leadership but rather in convincing liberal councilmen to vote for projects that were in the economic interest of the Los Angeles businesses. For example, in 1975 the council voted against the progressive coalition's resolution to reverse the regulation that large energy users are entitled to reduced rates. The Los Angeles Times, influential among economic leaders, attacked the measure in print claiming utilities were "no place for welfare" (Gottlieb and Walt, 1977). In actual practice, to the extent that politicians require financial backing and business has managerial expertise, members of the major corporations are very often appointed to county and municipal lay boards.

Organizations often attempt to exercise control over government through use of their votes. Though organizations have unusual difficulty affecting decisionmaking in decentralized Los Angeles, businesses do not have to contend with any coordinated efforts to oppose them in promotion of their interests.

The Economy, Employment and Income*

Los Angeles has built its economic base on the premise that an open, nonunion city was good for business. Arriving mid-westerners believed that unhampered economic processes would guarantee their future. As a result, entrepreneurs and workers allied against government regulation and unionizing activities. Business interests manipulated public opinion, undermining any public support for unions by alleging communistic affiliations. Newspapers and other media were also allies of business interest; they brought their considerable influence to bear against union organizers.

Unions were a factor in big city politics for at least two major reasons: (1) historically labor unions have been instrumental in promoting group interests through the political process, (2) unions often have a constituency which has an economic leverage its individual members lack. However, early and widespread commitment to reform militated against public acceptance of citizens' groups with special economic and political interests. The reform movement was promulgated as a check on corrupt business practices and resulted in decreasing the political power of the individual. By default it allowed contending economic influentials to fill what has in Los Angeles been called a "power vacuum."

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*See Comparative Statistics Table B (at the end of this appendix) for a comparison of population, income and government type of Atlanta, Boston and Los Angeles.

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The earliest notable attack against the open shop concept was mounted in the late 19th century. Pro-unionists were defeated through the successful combination of major city employers, the Merchants and Manufacturer Association and the Los Angeles Times and its publisher, General Otis. Parish priests, very influential among poor and immigrant Mexican workers, did not support unions as a means of improving the quality of life for their congregations.

Antiunion feeling is still fairly widespread. The largest union--the CIO--draws most of its members from among the skilled aircraft workers in the city and county of Los Angeles. The absence of a large industrial labor pool continues to restrict union expansion. Traditionally cities with an unusually large percentage of white collar workers have proven difficult to organize. However, new attempts at unionization in the southern California region have met with partial success, as evidenced by Ceasar Chavez' recent organizing efforts among farm workers.

Unionizing activity is somewhat more acceptable among Los Angeles' large number of civil service workers. Municipal collective bargaining agreements are likely to contain clauses accepting unions as bargaining bodies.

Minorities in the northern States, though often experiencing a high degree of prejudicial treatment, have usually benefited over time through union membership. The greatest influx of blacks in Los Angeles occurred in the 1940s. It is clear, given the income levels in the intervening years and the occupational categories in which most black workers find employment, that unions in Los Angeles have not been able to improve to any great degree the standard of living of minority workers.

According to a recent survey by the Los Angeles Community Development Department (CDD), Los Angeles has undergone significant economic change since the 1970s. Unemployment has increased, a larger percentage of the population is below poverty level, while increased prices have driven up the cost of goods and services, especially housing services (Community Analysis Bureau, 1975).

In the seven-year period from 1970 to 1977, the CDD reports that an additional 5.6 percent of the population fell below the poverty line, largely because of a 56.9 percent increase in the cost of living. Los Angeles' Hispanic and black communities are disproportionately affected by this additional economic burden.

Before and even after the Los Angeles riots of the late 1960s, public opinion usually noted how unlike the typical inner-city ghetto Los Angeles' poorer areas appeared to be. Some urban research eschewed evidence of Los Angeles' gross economic inequities, neighborhood segregation (based upon racial discrimination) and local government's unresponsiveness to political needs. Economic inequities tended to be hidden by Los Angeles' expanding economy and the tendency was for researchers, long used to the study of eastern cities, to give economic points for apparent climatic advantage.

More recent studies based upon more extensive data have shown that Los Angeles is subject to a number of the forces that have adversely affected most central cities; e.g., white flight, the tendency to attract populations from the extremes rather than the middle of the economic range, and a relatively high cost of living. These big city ills, thought in Los Angeles to be nonissues, were simply waiting unobserved in the wings while Los Angeles continued its dynamic economic and physical expansion as a relatively young city.

Analysis of two major industries, tourism and apparel manufacturing, probably best explains the economy of Los Angeles. Each employ a substantial percentage of Los Angeles' work force; both provide some entry level employment for low-skilled workers. Though business interests in Los Angeles pursue a program seen in many older central cities, that of "revitalizing" the central business district, the economic base of the city is fundamentally affected by changes in technology and the movement of populations out of the city.

The economic structure of Los Angeles is unique among U.S. cities in at least three ways: (1) two of its three major industries (aerospace and tourism) are extremely sensitive to the nation's business cycles, (2) its economic base is more than usually dependent upon money generated outside the city, and (3) economic prosperity has been coupled with relatively high unemployment rates.

Since 1970 the aerospace industry in Los Angeles County has been in a steady decline. In 1950, Los Angeles County held 80 percent of all aerospace jobs in California. In 1957, at its high point, aerospace comprised 42 percent of employment in manufacturing in the city. By 1976, aerospace accounted for less than 30 percent of manufacturing employment. Aerospace has a history of instability in California, but during World War II the industry did establish the highest wage hikes in the nation. Per capita income in 1942 and 1944 was 141.2 percent and 137.4 percent of the national average, respectively. Expectations of improved income caused a tremendous population influx into California, resulting in an increase in the number of blacks from 65,000 in 1940 to 119,000 in 1944. By 1950, blacks numbered 171,000.

The overall upward trend in employment obscures the many fluctuations in the aerospace industry during the period from 1940 to 1970. Instability in the aerospace industry results in part from the durability of the product; it does not require constant replacement, or even replacement at a predictable rate. Replacement may depend on other factors, such as overall national economic or political conditions. Relatively few customers can determine the total output. In fact, the Federal Government, the aerospace industry's most influential customer, can cause major fluctuations in the industry.

During the disengagement period of the Vietnam War, California's aerospace employment declined from a high of 600,000 jobs in 1967 to 440,000 in 1971. By 1974, employment had increased again to 506,000 jobs. Los Angeles County, however, has suffered a steady decline in jobs: the 1967 total of 359,000 jobs fell to 123,000 in 1976.

Activity in the aerospace industry increases jobs in electronics, a related field. In 1974, 117,000 people in Los Angeles were employed in the electronics industry (Economic Development of Southern California, Vol. 1, 1976).

Tourism is southern California's third largest industry. In 1975 an estimated 8.5 million out-of-state tourists visited the area. These vacationers supplied approximately $153 million in tax revenues to the area. The Southern California Visitors Council estimates that of all retail sales, 30 percent in the Los Angeles metropolitan area were made to tourists. Some 20 percent of all jobs in southern California are supported to some extent by the tourist trade.

Tourism supplies a large percentage of export dollars. Tourist dollars represent a disposable personal income easily spent. They have a significantly different effect on the local economy than does income generated from indigenous industries. A larger part of the tourist dollar helps to produce other jobs and services; conversely, less of the dollar is put into infrastructural and capital needs to support the tourist industry itself.

The nearly automatic decline of tourist dollars during economic downturns is the principal disadvantage of an economy built on tourism. Each national business slump has been reflected in a declining rate of tourism in southern California.

In 1964, tourism was a $1 billion business in the area; in 1975, a $2.5 billion industry. However, the annual rate of increase had fallen from six percent in the 1960s to less than 0.5 percent in the 1970s.

Tourism and tourist-related industries provide expanded employment opportunities in the service area for the young, the unskilled, and for minority workers. Work in lower-status service areas can lead to higher-paying jobs in trade and management. Possibilities also exist for ownership of small independent businesses catering to the tourist trade and its spinoffs (Economic Development of Southern California, Vol. II, 1976).

Black employees comprise 28 percent of the service workers in the Los Angeles labor force. Among the Spanish-surnamed population, Los Angeles' largest minority, 22 percent of the males and 19 percent of the females are employed in service industries. Among white males, 12.6 percent are employed in service industries.

Employment distribution in Los Angeles reveals that of the more than 1 million persons in the labor pool in 1970, at least 47 percent would be considered white-collar workers. Approximately 18 percent of this group were categorized as professionals and technicals. This is the highest percent of white-collar workers among the three cities under study. Its level is due to the large number of skilled workers, from other regions in the nation and as well as those trained in California's extension university system, drawn to employment opportunities in aerospace, electronics and government. (see Table A-20 and Table A-21.)

Mexican American and black workers, however, in 1970 constituted 14 percent of the professional classification or less than 1 percent of the Los Angeles work force. In 1969, according to the Bureau of Labor Statistics, 13 percent of Mexican-American men and 29 percent of Mexican American women were in white-collar jobs. The largest percentage of the Mexican American and black labor force are employed as blue-collar and service workers. Many of these workers are dependent upon the volatile tourist trade for employment. Of the entire work force, 20 percent is directly and indirectly dependent on tourism.

Minority women reveal a slightly different employment profile than minority men. Black women in 1960 constituted 50 percent of the private sector work force in Los Angeles. In 1970, black women were still the largest segment of the private service labor force; but unlike the 1960 situation, the black female distribution in 1970 revealed that the largest percentage of black women work in the clerical fields.

As in the other cities in the study, females in Los Angeles make up a large part of the clerical and sales work force. In the 1970 census, of all Mexican American women in the labor force, 35 percent were in sales and clerical, with clerical accounting for 90 percent of the total. Only 17 percent of Mexican American women were in service employment, well under the total of 33 percent for black females. Mexican American women were most heavily employed as operators (U.S. Census, 1970).

Information on female employment is important to understanding the economy of the city because of the increase in female families with children under 18. In the three cities under study, virtually all female-headed households below the poverty level had dependent

Table A-20. Occupations of Employed, 1960-1970, Los Angeles.

	1960		1970		
Total	Total Employed	Non-White Employed	Total Employed	Black Employed	Spanish Language Employed
Male	1,013,688	65,508	1,150,796	176,200	186,054
Professionals & technicals	148,844	13,809	208,821	18,823	16,618
Managers	96,508	4,263	106,849	5,724	8,125
Sales Workers	81,705	4,739	92,411	6,376	8,336
Clerical	182,748	12,518	252,516	38,110	32,045
Craftsmen	117,084	13,374	125,632	16,501	25,832
Operatives	158,915	33,576	141,595	27,887	50,989
Laborers	36,709	11,391	45,179	10,570	11,457
Service Workers	85,148	25,903	127,742	35,273	22,936
Private Service	23,879	13,160	17,246	8,820	3,217
Female	368,522	65,925	466,368	80,621	71,306
Professionals & Technicals	45,792	5,761	74,043	10,421	5,794
Managers	18,255	1,229	22,346	1,672	1,575
Sales Workers	25,887	1,551	32,822	2,887	3,102
Clerical	129,616	13,426	186,414	26,648	21,813
Craftsmen	4,964	786	7,627	1,251	1,956
Operatives	54,656	12,733	60,468	11,339	23,619
Service Workers	36,146	10,159	61,606	16,947	9,378
Private Service	22,465	12,457	16,349	8,490	3,060

Source: U.S. Census, 1970

Table A-21. Citywide Occupational Characteristics, City of Los Angeles

	Ethnic Groups and Sex								
Occupations	All Males	Anglo Males	Black Males	Spanish Males	All Females	Anglo Females	Black Females	Spanish Females	Total
Professional	18.0%	19.2%	8.8%	9.4%	15.6%	16.4%	12.9%	8.1%	17.1%
Managers	12.1	13.0	4.2	5.7	4.7	5.1	2.0	2.2	9.2
Sales	8.1	8.6	3.7	4.7	7.4	7.9	3.6	4.4	7.3
Clerical	9.0	8.9	12.0	8.9	40.3	41.7	33.1	30.6	21.2
Craftsmen	19.9	20.0	16.0	20.8	1.8	1.8	1.6	2.7	12.8
Operatives	18.0	16.7	25.4	28.9	13.0	11.3	14.3	33.3	16.0
Service	8.6	7.7	19.2	11.8	13.7	13.1	21.0	13.2	10.6
Other	6.3	5.9	10.7	9.8	3.5	2.7	11.5	5.5	5.3
White Collar	47.2	49.7	28.7	28.7	68.0	71.1	51.6	45.3	55.3
Blue Collar	52.8	50.3	71.3	71.3	32.0	28.9	48.4	54.7	44.7
P, M, C*	50.0	52.2	29.0	35.9	22.1	23.3	16.5	13.0	39.1

*Professional, Managers, Craftsmen

Source: 1970 Census

children. According to the 1970 census, nationally 16.2 percent of all families had female heads of household. Information on female employment is additionally relevant because this sector provides income and advancement opportunities far below those open to males.

There is a great disparity between the type of jobs held by Anglos and those held by others in Los Angeles. Over 32 percent of Anglos are professionally and managerially employed; for black males this figure is 13 percent and for Mexican males, 15 percent. Blacks in Los Angeles display a lower total employment level throughout their employable life, lower than both Anglos and Mexican Americans.

The Community Analysis Bureau of the Office of the Mayor describes the geographical distribution of employment as follows:

> "The San Fernando Valley, once almost entirely agricultural and residential, now has significant employment centers and almost 20 percent of all jobs in the City. West Los Angeles has over 12 percent of jobs in the City, and the Southern section, including Los Angeles Harbor, has over 5 percent. This leaves a little over 60 percent of all jobs for the City's entire Central section. The Central Business District had less than 300,000 jobs, or only about 20 percent of the total jobs in the City."

Minority communities have few indigenous employment resources. South central and southeast Los Angelenos find employment in the north and further east in Los Angeles County. A critical factor is the almost total dependence upon private transportation. Few of the jobs in central Los Angeles are held by minorities, although it is the largest job center in the immediate location.

According to unemployment compensation records, unemployment in Los Angeles County fluctuated between 4.9 percent (January 1973) and 9.2 percent (January 1978). Over a period of two years, employment rose at an irregular rate. This type of unemployment instability is usually most detrimental to minority employment.

Los Angeles' most desirable industries, based on wages or salaries paid, are contract construction and manufacturing, especially the manufacturing of electronic machinery and of aircraft. These industries show continual fluctuation and periods of decline. Thus, skilled blue-collar workers, as well as minorities employed in service and sales, have experienced considerable employment instability over recent years.

Trade (especially retail trade), finance, and service industries have shown nonspectacular increases since 1973. But manufacturing has a great influence on the income of the labor force, as determined by the fact that in 1970, 53 percent of all males and 32 percent of all females were blue-collar workers. For black and Spanish-surnamed males, the figure is over 71 percent (Employment Trends, 1975).

Los Angeles has the highest per-capita income of any city with a black mayor. Yet, according to census data, 9.9 percent of all families were below the poverty line in 1970, with an average annual income deficit of $1,606. Of the 17 percent of the population that is black, 37 percent are considered poor. Despite Los Angeles' high per-capita income, unemployment tends also to be high, 75 percent higher in 1970-72 than in Boston or Atlanta (Bryce and Martin, 1971).

One must conclude that Los Angeles is facing the economic realities of a mature city. The need to manage and control its economic structure is compromised because much depends upon the needs and inclination of the Federal Government, the economic decisions of vacationers and the expectations of those groups migrating from rural to urban areas. This must and does affect the political life of Los Angeles.

Fiscal Position

Los Angeles' fiscal position is at present secure. Any threats to its stability will in all probability result from an increase in the percentage of residents moving from the city to other counties, taking with them needed tax dollars. Yet Los Angeles is one of several cities (including Dallas and Denver) that can be classified since 1972 as no longer growing. As the population declines the expected reduction in salaries, services and capital outlay increases because of inflationary pressures. In 1976 (latest figures), Los Angeles raised 75 percent of its general revenue through local taxes. This fact contributes measurably to Los Angeles' AAA Moody Bond rating as does its per capita income, one of the highest in the nation at $5,277 in 1976. Per capita property value was $12,149 in 1972 (exceeded by very few U.S. cities), in excess of the $11,761 for the surrounding cities and the county within the Los Angeles SMSA. As central cities begin to decline, the ratio between the tax base of the surrounding SMA and the principal city narrows. During precipitous declines, the tax base outside the city often increases measurably by comparison.

In 1972, 8.4 percent of the Los Angeles population was receiving. welfare payments. A slightly higher percentage of city residents earned less than $3,000 in 1977, which might imply increasing poverty levels. The data clearly show that a much greater percentage of the black and Mexican American populations are below the poverty line. In 1977, 17 percent of all families in the Watts congressional district were earning less than $3,000.

These facts notwithstanding, Los Angeles is at present listed among those U.S. cities with a strong fiscal position.

Population, Neighborhoods and Housing

The 1970 census showed that Los Angeles had neither a major foreign immigrant population nor a large patrician tradition. Approximately 90 percent of the population was native born. Most of the foreign-born population are Mexican immigrants--and it is likely that the census greatly undercounted that population.

As noted, Los Angeles now has several major ethnic groups, including approximately 450,000 persons of Mexican ancestry, most of them born in the United States. By 1973, they represented over 16 percent of the city's population. Yet Chicanos show no particular preference to the central city; the same percentage of Chicanos reside within the city as reside outside, in Los Angeles County. (see Maps A-7 and A-8).

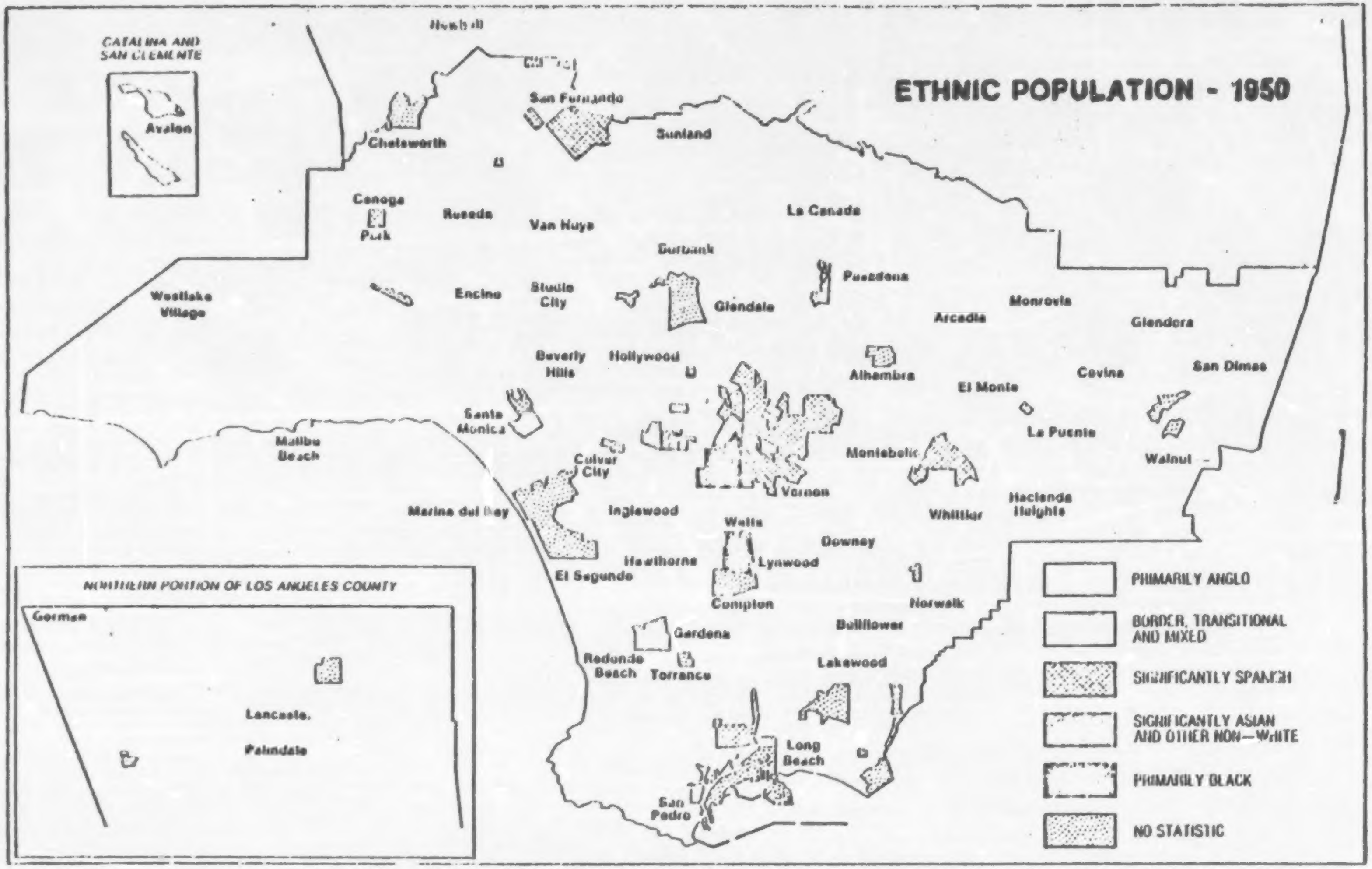
Los Angeles County has a black population of approximately 900,000, most of whom live primarily within the city limits. In the 1970 census, Los Angeles City's black population numbered 503,606 or 17.9 percent of the city's population. In the decade 1960-1970, the black population increased 50.3 percent in the city and 65.3 percent in the county. The prior two decades had seen the beginnings of black migration to Los Angeles, where growing defense industries offered good employment opportunities (U.S. Census, 1970).

American Indians and Asians are the two smallest groups in the population mix. All Asians (regardless of country or origin) total no more than 155,000 in a county of over 7 million people. According to the 1970 census, 55,000 Japanese, 27,000 Chinese and 19,000 Filipinos lived in the city of Los Angeles. The majority population in 1970, including over 535,000 Jews, was white, or as commonly called in Los Angeles--Anglos. (Jewish Statistical Bureau, 1973). Ethnic population growth has been accompanied by a decrease in the Anglo population. Dramatic increases have occurred in the Pacific Asians and the Mexican American populations, whereas the black population has remained relatively stable.

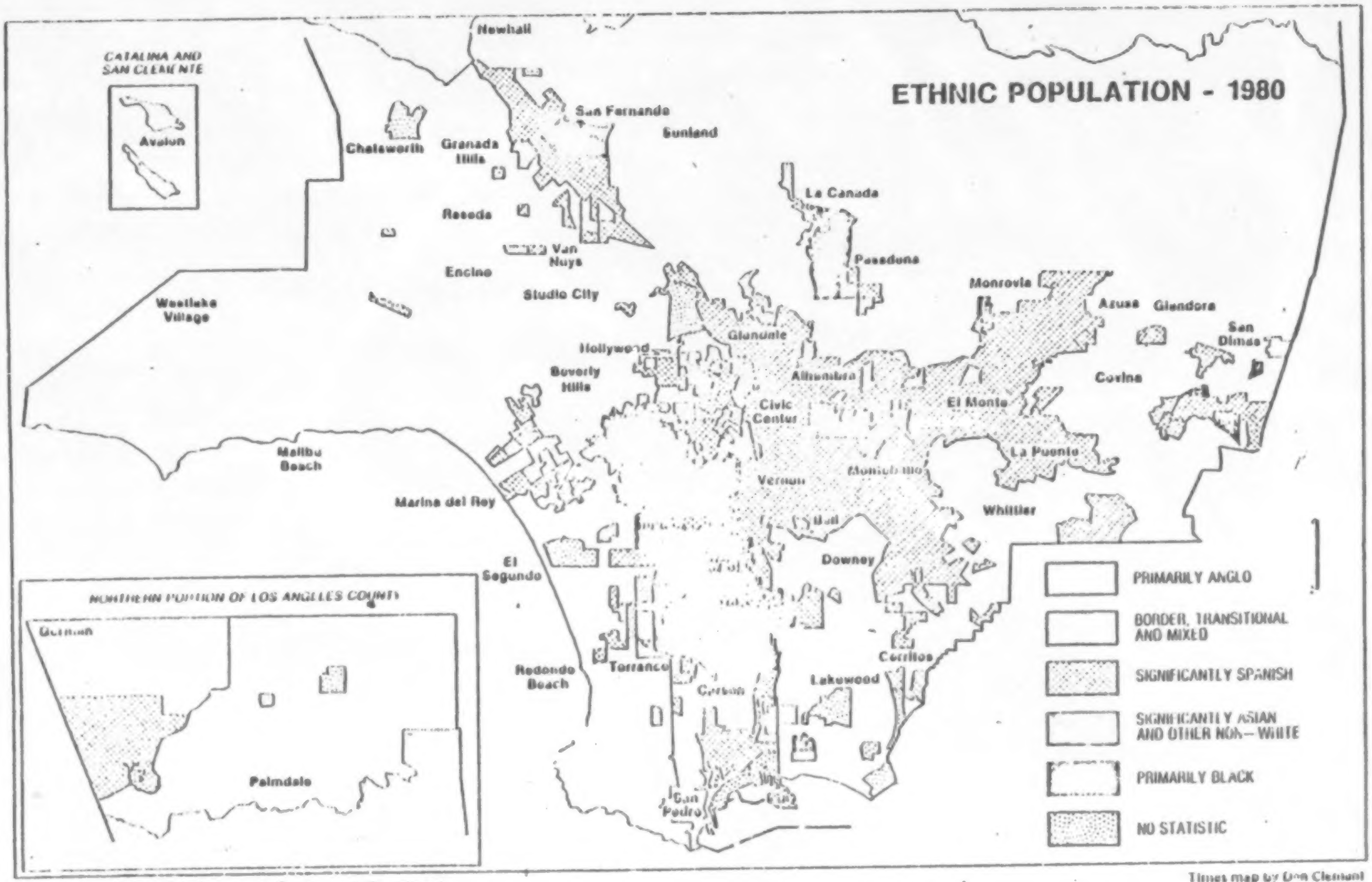
Low population density and residential segregation by race in Los Angeles may account for what seems to be a rather low degree of racial contact. The 1970 census reports Los Angeles County's density to be 1,730 persons per square mile. By comparison, Suffolk County, of which Boston is the major city, is reported as having 13,128 persons per square mile. The city of Los Angeles has a population density of 6,060 persons per square mile; Boston, 14,000.

Complaints of undercounts in the census affect the delivery of various State and Federal programs (such as Federal block grants) from which Chicanos could benefit. The Federal Government's examination of internal revenue tax returns in 1974 in connection with applications for community development block grants appeared to support minority community

Map A-7. Ethnic Population - 1950.


ETHNIC POPULATION - 1950
CATALINA AND SAN CLEMENTE
Avalon
Newhall
San Fernando
Sunland
Chatsworth
Canoga Park
Reseda
Van Nuys
La Canada
Burbank
Pasadena
Westlake Village
Encino
Studio City
Glendale
Monrovia
Arcadia
Glendora
Beverly Hills
Hollywood
Alhambra
El Monte
Covina
San Dimas
Santa Monica
La Puente
Malibu Beach
Culver City
Montebello
Walnut
Vernon
Hacienda Heights
Marina del Rey
Inglewood
Whittier
Watts
Downey
Hawthorne
Lynwood
El Segundo
Compton
Norwalk
Gardena
Bellflower
Redondo Beach
Torrance
Lakewood
Long Beach
San Pedro
NORTHERN PORTION OF LOS ANGELES COUNTY
Gorman
Lancaster
Palmdale
PRIMARILY ANGLO
BORDER, TRANSITIONAL AND MIXED
SIGNIFICANTLY SPANISH
SIGNIFICANTLY ASIAN AND OTHER NON-WHITE
PRIMARILY BLACK
NO STATISTIC

Source: L.A. Times, 27 February, 1978.


ETHNIC POPULATION - 1980
CATALINA AND SAN CLEMENTE
Avalon
Newhall
San Fernando
Sunland
Chatsworth
Granada Hills
Reseda
Van Nuys
Encino
Studio City
La Canada
Pasadena
Monrovia
Azusa
Glendora
San Dimas
Westlake Village
Glendale
Hollywood
Beverly Hills
Alhambra
Civic Center
El Monte
Covina
Malibu Beach
Vernon
Montebello
La Puente
Marina del Rey
Whittier
Bell
Downey
El Segundo
Redondo Beach
Torrance
Carson
Lakewood
Cerritos
San Pedro
NORTHERN PORTION OF LOS ANGELES COUNTY
Gorman
Palmdale
PRIMARILY ANGLO
BORDER, TRANSITIONAL AND MIXED
SIGNIFICANTLY SPANISH
SIGNIFICANTLY ASIAN AND OTHER NON-WHITE
PRIMARILY BLACK
NO STATISTIC

SOURCE: Los Angeles City Community Development Department

Times map by Don Clement

Map A-8. Ethnic Population - 1980.

Source: L.A. Times, 27 February 1978.

residents' claims of being undercounted. Internal Revenue tax returns accounted for 95.8 percent of all people, dependents and earners in 1974. If this statistic is accurate, only 4.2 percent of Los Angeles' population are supported by nontaxable means. However, the city's Department of Public Social Service reports that 8 percent of the city's inhabitants receive aid for dependent children, or nontaxable income. Thus, a discrepancy exists in the population figures or the accounting procedures of the various Federal agencies. Several ethnic groups other than Chicanos have made an issue of the census population reports. Since 1970, Los Angeles has had major increases in numbers of Koreans, Vietnamese and Chinese living in the city.

This is not a new issue for the minority populations of Los Angeles. Grebler, Moore, and Guzman devote much space in their work, The Mexican-American People, to a discussion of accurate population figures. The Federal Government plans to solicit new information from respondents in the 1980 census, in an effort to arrive at a more accurate count of all minority populations (Grebler, Moore, Guzman, 1970).

Economic advantage is enjoyed by the residents of north and northwest Los Angeles, an area from which Women For draws a significant segment of its members. High employment, relatively moderate assessment values and mainline political leverage are commonplace. Income tends to be moderate high to very high.

The percentage of neighborhoods identified as predominantly white (Anglo) has declined from 88 percent in 1950 to 41 percent in 1977. The combination of factors contributing to this decline are: increased percentage of minorities moving into the city, white population movement out of the city to the counties, and minorities taking up residence in areas that were previously underdeveloped.

Each large ethnic or racial group has a neighborhood with which it identifies. Chicano neighborhoods are generally located in northeast Los Angeles and on the southern fringe of the city. "El Barrio" lies east of the downtown and commercial-civic district. Since the 1920's a number of poor have settled in that area. At one time it was an area of significant Jewish population but since World War II they have been replaced by Chicanos. "El Barrio" in East Los Angeles extends beyond the city limits into the county. More than 600,000 Chicanos live in the area within and beyond the city limits. Pockets of Chicano residential areas are located in the San Fernando Valley, north of the city and on the east to Alhambra, Whittier, Monrovia and El Monte.

The black community lives in south-central Los Angeles, in Watts, and in the independent towns of Compton and Pacoima. The black community, as a growing segment of Los Angeles, is making inroads into the southwestern section of the city and into the city of Inglewood. Black neighborhoods tend to be quite segregated.

Low-income neighborhoods are situated to the south and east. Generally, Los Angeles' two larger minority populations live in separate ethnically distinct areas. Presently some traditionally black areas seem to be experiencing a transition of their neighborhoods due to the rapidly increasing Mexican-American populations.

The segregation of economic and residential groups is buttressed by racial segregation in housing sales. Redlining is a fact. Virtually no public housing has been built by the city or State. Housing values conform to the economic advantages of the north and west side of Los Angeles. Self-help is a widespread concept in housing maintenance. In poorer areas it is reinforced by the unavailability of bank loans. In low-to middle-class Anglo areas self-reliance is an attitudinal characteristic of migrant families.

Data suggest that since 1970 the average Los Angeles single-family unit has risen beyond the average family's ability to pay. In 1970, the average price of housing in Los Angeles was $30,000. According to census data, 42 percent of all families had the $12,000 income required for home purchase. The ratio of income to housing cost has generally been at 2.5 times income to cost. In 1976, the average home in Los Angeles cost $51,000; based upon the 2.5 ratio, only families with incomes over $20,000 could afford single family homes. (Community Analysis Bureau, 1975-76.) Family income has certainly not kept pace with the rise in housing prices.

Unlike other cities, housing costs in Los Angeles have increased so dramatically that they may not be useful as a measure of the economic circumstances of the population. The Wall Street Journal reports that in Los Angeles in 1977, the average new home cost $72,600; with the average existing home costing $68,700. National averages were $53,500 and $45,600 respectively. Before 1960 most of the housing built in Los Angeles was single-family units. Houses were plentiful and were not expensive. Single-family construction reached its height in the 1950s; by the 1960s more apartment housing was being constructed.

In 1962, a turning point was reached and more apartments were built than single-family units. Most apartment houses consisted of 12 to 24 units. A substantial number of large apartment houses were in the luxury class. Nearly 48 percent of all housing units in Los Angeles were constructed after 1950. In the decade 1960-70, Los Angeles' housing stock increased by 15.3 percent. In contrast, most established northeastern cities have an exceptionally high percentage of housing built prior to 1950.

Within the various sections of the city prices vary a great deal. The central area is a mixed residential-commercial neighborhood. Many of the poor reside there. Yet, as in many major cities of the U.S., there are blocks of very expensive housing in the central city.

Housing selling for under $20,000 in 1970 was primarily located in the southeast and south-central regions, both areas of large minority populations. Housing selling for over $95,000 is found on the westside. Generally, northeast Los Angeles has homes in the more moderate and below-average price range.

The largest percentage gains in housing costs occurred in the central region; the smallest in the westside, where the most expensive housing is located.

Conclusion

Los Angeles is a different city to its different groups of residents. Without doubt, given the degree of racial and class segregation, many Angelenos never visit many of the various neighborhoods of the city. Statistics and other information pertaining to this reveal a wide variance in such indices as income, race, employment, housing value, and length of residence. Clearly not only distance separates Los Angeles' various population groups.

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Appendix A:
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APPENDIX A:

COMPARATIVE STATISTICS

Table A. Comparative socioeconomic characteristics for California, Georgia, and Massachusetts, 1970.

	California	Georgia	Massachusetts
Population	19,953,154	4,589,575	5,689,170
Percent of U.S. population	9.8%	2.27%	2.81%
Rank, by size	1st	15th	10th
Percent of population living in central cities	36%	22%	30%
Percent of population living outside central cities	56%	27%	54%
Median family income (MFI)	$10,729	$8,165	$10,833
Rank of MFI in U.S.	9th	37th	8th
Percentage of families with income above $15,000	27%	15%	25%
percentage of families with less than $3,000	8%	15%	6%
Median education level(years)	12.4	10.8	12.3
Number of registered voters	9,982,115 (Dem. 57%; Rep. 35%; declined to state - 7%)	Not available no party registration	Not available
Median voting age	41	40	-
Employment, by percent:*			
White collar	54%	44%	
Blue collar	36	40	
Service	13	13	
Farm	2	3	
Ethnic groups, by percent:			
Black	7	56	
Japanese	1	2	
Spanish	16	N.A.	
Other foreign stock	25	N.A.	

For Massachusetts, the most recently available figures are from 1974.

Table A. Comparative socioeconomic characteristics for California, Georgia, and Massachusetts, 1970 (continued).

	California	Georgia	Massachusetts
Received from Federal Government, 1976	$41,330,250,000	$7,250,941,000	$9,779,101,000
Percent of total Federal outlay	12%	2.11%	2.84%
Rank among recipients	1st	15th	11th
Per-capita Federal spending	$2,071	$1,580	$1,719
Amount of Federal tax contributed, 1976	$32,900,000,000	$5,900,000,000	$8,900,000,000
Percent of U.S. total	10.93%	1.97%	2.96%
Rank among contributors	1st largest	17th largest	10th largest
Economic base of State	● Finance ● Service ● Agriculture ● Transportation equipment ● Electrical equipment ● Food ● Tourism	● Mill products; flour, textiles ● Agriculture; chickens peanuts ● Apparel ● Food ● Transportation equipment	● Finance ● Service ● Electrical equipment ● Special machinery ● Textile ● Printing

~~Source: Michael~~ Barone, Grant Ujifusa, and Douglas Mathews, Almanac of American Politics (New York: E.P. Dutton, 1978).

Table 8. Comparative population, income, municipal employment, type of government, and other data: Atlanta, Boston and Los Angeles.

	Atlanta	Boston	Los Angeles
Land area:	131.6 sq. mi.	46.0 sq. mi.	463.9 sq. mi.
Population:			
1960	487,275	697,938	2,169,779
1970	497,000	641,000	2,481,456
1975	436,000	637,000	2,727,000
Percent nonwhite:			
1960	38.2%	9.8%	16.8%
1970	52%	18.2%	22.8%
Percent under 18:			
1960	33%	28.7%	n.a.
1970	32%	28.4%	30%
Percent 65 and over:			
1960	7.9%	12.3%	n.a.
1970	9.1%	12.8%	10%
Per-capita income, calendar year 1974	$4,527	$4,157	$5,277
Median family incomes (all families)	$8,398	$9,133	$10,530
Median family incomes (black families)	$6,450	$6,344	$ 7,198
Median family incomes (Hispanic families)	n.a.	$5,628	n.a.
Number of municipal employees (excluding educational employment) Oct. 1976	8,832	16,485	44,503
Type of city government	Mayor/council	Mayor/council	Mayor/council
Number on council	18	9	15
Ballot type	nonpartisan	nonpartisan	nonpartisan
Election type:	at large (6) district (12)	at large	by ward

Source: Population figures: U.S. Census, 1960-70: 1975 population and income figures: Municipal Year Book (best estimates).

Table C. Congressional voting patterns in Georgia, Massachusetts, and Los Angeles County, in selected districts and for selected years.

Atlanta, Georgia: Fifth Congressional District

Year	Total vote	Republican	Democrat	Other	Percent of Republican	Percent of Democrat
1968	142,442	79,258	63,183	1	55.6%	44.4%
1970	136,960	78,540	58,394	26	57.4	42.6
1972*	136,810	64,495	72,289	26	47.2	52.8
1974	96,667	27,397	69,221	49	28.4	71.6
1976	144,063	47,998	96,056	9	33.3	66.7

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*New district

Boston, Massachusetts Congressional Vote

Year	District	Total vote	Republican	Democrat	Other	Percent of Republican	Percent of Democrat
1968	9	93,253	15,906	77,347	-	17.1%	82.9%
	11	169,802	-	169,766	36	-	100.0
1970	9	84,988	17,324	50,269	17,395	25.6	74.4
	11	143,049	-	143,026	23	-	100.0
1972	9	163,288	23,177	67,143	72,968	25.7	74.3
	11	154,453	-	154,397	56	-	100.0
1974	9	106,158	-	94,804	11,354	-	100.0
	11	125,991	-	125,978	13	-	100.0
1976	9	149,371	34,547	103,901	10,923	25.0	75.0
	11	191,055	-	131,789	59,266	-	100.0

Los Angeles (Los Angeles County) Congressional Vote

1968

District	Total vote	Republican	Democrat	Other	Percent of Republican	Percent of Democrat
20	196,397	136,238	57,064	3,095	70.5%	29.5%
22	182,268	75,457	103,695	3,116	42.1	57.9
23	149,434	97,232	52,202	-	65.1	34.9
24	213,415	155,443	57,972	-	72.8	27.2
25	211,508	145,245	66,263	-	68.7	31.3
27	225,678	162,854	62,824	-	72.2	27.8
28	243,638	173,680	65,233	4,725	72.7	27.3
29	145,576	69,485	76,091	-	47.7	52.3
32	192,796	142,401	46,404	3,991	75.4	24.6

Table C. (continued)

Los Angeles (Los Angeles County) Congressional Vote

District	Total vote	Republican	Democrat	Other	Percent of Republican	Percent of Democrat
			1970			
20	168,570	116,437	50,033	2,100	69.9%	30.1%
22	160,433	63,297	95,256	1,880	39.9	60.1
23	122,113	77,346	44,767	-	63.3	36.7
24	190,724	124,071	61,777	4,876	66.8	33.2
25	183,549	116,169	64,386	2,994	64.3	35.7
27	208,926	139,326	63,652	5,948	68.6	31.4
28	223,303	154,691	57,882	10,730	72.8	27.2
29	113,928	42,620	71,308	-	37.4	62.6
32	166,845	119,340	44,278	3,227	72.9	27.1
			1972			
20	213,151	122,309	90,842	-	57.4	42.6
22	183,174	53,603	123,863	5,708	30.2	69.8
23	195,861	120,313	75,546	2	61.4	38.6
24	205,383	144,057	61,326	-	70.1	29.9
25	182,651	118,631	58,323	5,697	67.0	33.0
27	208,028	119,475	88,548	5	57.4	42.6
28	238,632	144,815	89,517	4,300	61.8	38.2
29	147,998	49,590	92,856	5,552	34.8	65.2
32	149,514	72,481	72,145	4,888	67.4	32.6
			1974			
20	160,736	98,410	62,326	-	61.2	38.8
22	146,332	81,641	64,691	-	55.8	44.2
23	170,902	48,826	122,076	-	28.6	71.4
24	136,722	45,128	87,521	4,073	34.0	66.0
25	45,163	-	45,059	104	-	100.0
27	160,605	102,663	52,236	5,706	66.3	33.7
28	110,629	21,957	88,655	17	19.9	80.1
29	47,204	-	47,204	-	-	100.0
32	96,265	-	84,428	11,837	-	100.0
			1976			
20	217,351	146,158	71,193	-	67.2	32.8
22	183,312	114,769	68,543	-	62.6	37.4
23	217,053	86,434	130,619	-	39.8	60.2
24	159,774	51.478	108,296	-	32.2	67.8
25	80,625	17,737	57,966	4,922	23.4	76.6
27	209,611	114,623	94,988	-	54.7	45.3
28	142,915	28,303	114,612	-	19.8	80.2
29	96,602	10,852	82,515	-	11.6	88.4
32	127,428	35,394	92,034	-	27.8	72.2

District 9 & 11 (Boston); Districts 20,22-29, 32 (Los Angeles); Fifth Congressional District (Atlanta)
Source: America Votes: 1968-1976

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Table D. Selected county senatorial voting patterns in California, Georgia, and Massachusetts, 1968, 1972, and 1976. (Representing Los Angeles, Atlanta, and Boston.)

County	Year	Total vote	Republican	Democrat	Other	Percent of Major Vote Republican	Percent of Major Vote Democrat
California							
Los Angeles	1968	2,613,002	1,232,231	1,344,953	35,818	47.8%	52.2%
Los Angeles	1972	1,961,418	736,423	1,175,843	49,152	38.5	61.5
Los Angeles	1976	2,108,061	992,752	1,061,839	53,470	48.3	51.7
Georgia							
DeKalb	1968	101,948	39,164	62,784	-	38.4	61.6
Fulton	1968	170,751	58,086	112,665	-	34.0	66.0
DeKalb	1972	136,122	77,191	58,822	109	56.8	43.2
Fulton	1972	173,483	83,726	89,623	134	48.3	51.7
DeKalb	1976	102,793	39,982	62,698	113	38.9	61.1
Fulton	1976	122,385	36,954	85,325	106	30.2	69.8
Massachusetts							
Boston*	1968	160,925	41,058	117,284	2,583	25.9	74.1
Boston*	1972	180,023	93,218	81,061	5,744	53.5	46.5
Boston*	1976	180,571	50,609	124,899	5,063	28.8	71.2

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*Data available for the city of Boston.
DeKalb and Fulton Counties contain Atlanta.
Source: America Votes, 1968-1976.

Table E. Selected county gubernatorial voting patterns in California, Georgia, and Massachusetts, 1970 and 1974.

						Percent of major vote	
County	Year	Total vote	Republican	Democrat	Other	Republican	Democrat
California							
Los Angeles	1970	2,312,263	1,173,161	1,095,899	43,203	51.7%	48.3%
Los Angeles	1974	2,005,165	898,808	1,059,533	46,824	45.9	54.1
Georgia							
DeKalb	1970	107,697	70,289	37,176	-	65.4	34.6
Fulton	1970	163,642	91,757	71,519	366	56.2	43.8
DeKalb	1974	106,871	33,130	73,579	-	31.0	69.0
Fulton	1974	132,312	33,107	99,036	169	25.1	74.9
Massachusetts							
Boston*	1970	180,210	97,378	80,836	1,996	54.6	45.4
Boston*	1974	147,816	61,772	65,900	20,144	48.4	51.6

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*Data available for the city of Boston.
DeKalb and Fulton Counties contain Atlanta.
Source: America Votes, 1968-1976.

Table F. Primary results of mayoral elections in Atlanta, Los Angeles, and Boston between 1967 and 1977.

Atlanta

Event	Candidate	Vote tally	Percent of votes cast
Primary - Oct. 7, 1969	Massell	29,971	31.1%
	Cook	25,830	26.8
	Tate	22,193	23.1
	Millican	17,481	18.2
	Mann	442	.5
	Smith	209	.2
	McBerry	134	.1
	Jenness	write-ins	
Runoff - Oct. 10, 1969	Massell	61,558	55.5
	Cook	49,455	44.5
Primary - Oct. 3, 1973	Jackson	47,242	46.6
	Massell	20,161	19.8
	Welther	19,482	19.1
	Dye	8,765	9.0
	Johnson	3,704	3.8
Runoff - Oct. 16, 1973	Jackson	74,404	59.2
	Massell	51,237	40.7
Primary - Oct. 3, 1977	Jackson	53,694	63.6
	Dye	14,877	17.6
	Farris	11,764	13.9
	Danell	3,536	4.1
	Eagen	483	.5

Table F. (continued)

Los Angeles

Event	Candidate	Vote tally	Percent of votes cast
Primary - April 1, 1969	Bradley	293,753	42.0%
	Yorty	183,334	26.0
	Ward	68,450	15.99
	Bell	58,648	13.70
	Wilkinson	1,432	.33
	Steinberg	1,105	.25
	Anderson	1,013	.23
	Elliott	741	.17
	Rourke	488	.11
	Kline	439	.10
	Whizin	377	.08
	Hathaway	246	.05
	Federick	179	.04
	Shulner	107	.02
Runoff - May 27, 1969	Yorty	447,030	53.25%
	Bradley	392,379	46.74
Primary - April 3, 1973	Bradley	233,789	35.38%
	Yorty	190,649	28.85
	Unruh	114,693	17.35
	Reddin	83,930	12.70
	Wachs	24,707	3.76
	Dornan	4,849	.73
	Rodriquez	2,326	.35
	Bagley	2,118	.32
Runoff - May 29, 1973	Bradley	431,222	56.33
	Yorty	334,297	43,66
Primary - April 5, 1977	Bradley	287,927	59.40
	Robbins	136,180	28.09
	Jarvis	47,665	9.83
	Rosen	3,251	.67
	Kelley	1,931	.39
	Berlin	1,763	.36
	Arado	1,601	.33
	Hirt	961	.19
	Manuel	917	.18
	Speridio	880	.18
	Feldman	862	.17
	Muscin	744	.15

Table F. (continued)

Boston

Event	Candidate	Vote tally	Percent of votes cast
Primary - Sept. 26, 1967	Hicks	43,581	28.12%
	White	30,477	19.66
	Sears	23,757	15.33
	Logue	23,745	15.32
	Iannella	18,262	11.78
	Davenport	8,918	5.75
	Abraham	2,269	1.46
	O'Neill	1,499	.97
	Hines	1,102	.71
	McDonough	808	.52
Runoff - Nov. 7, 1967	White	102,551	51.77%
	Hicks	90,122	45.50
Primary - Sept. 14, 1971	White	46,926	32.86%
	Hicks	42,293	29.61
	Timilty	28,378	19.87
	Atkins	16,877	11.82
	Saltonstall	6,961	4.87
	Powers	1,391	.97
Runoff - Nov. 2, 1971	White	113,119	61.70%
	Hicks	70,226	38.30
Primary - Sept. 23, 1975	White	48,994	54.2%
	Timilty	39,051	43.2
	Oliver	1,263	1.4
	Gibbons	1,103	1.2
Runoff - Nov. 4, 1975	White	81,187	52.4
	Timilty	73,659	47.6

APPENDIX B

SCHOOL SYSTEM PROFILES

The Atlanta Public School System

In 1869 the Atlanta City Council adopted a motion which led to the establishment of the Atlanta Public School System. The first Board of Education, consisting of 12 members, was elected by the City Council on December 10, 1869. The Board hired the first superintendent on September 2, 1871. On January 31, 1872 the first school, Ivy Street, was opened. Today, Atlanta is in its 107th year of providing public education. The system's first 100 years have been chronicled by Melvin W. Ecke in his book From Ivy Street to Kennedy Center, published in 1972. In his summation, Ecke states "...in many ways, the problems of 1872 still exist--only the size and dimensions have changed."

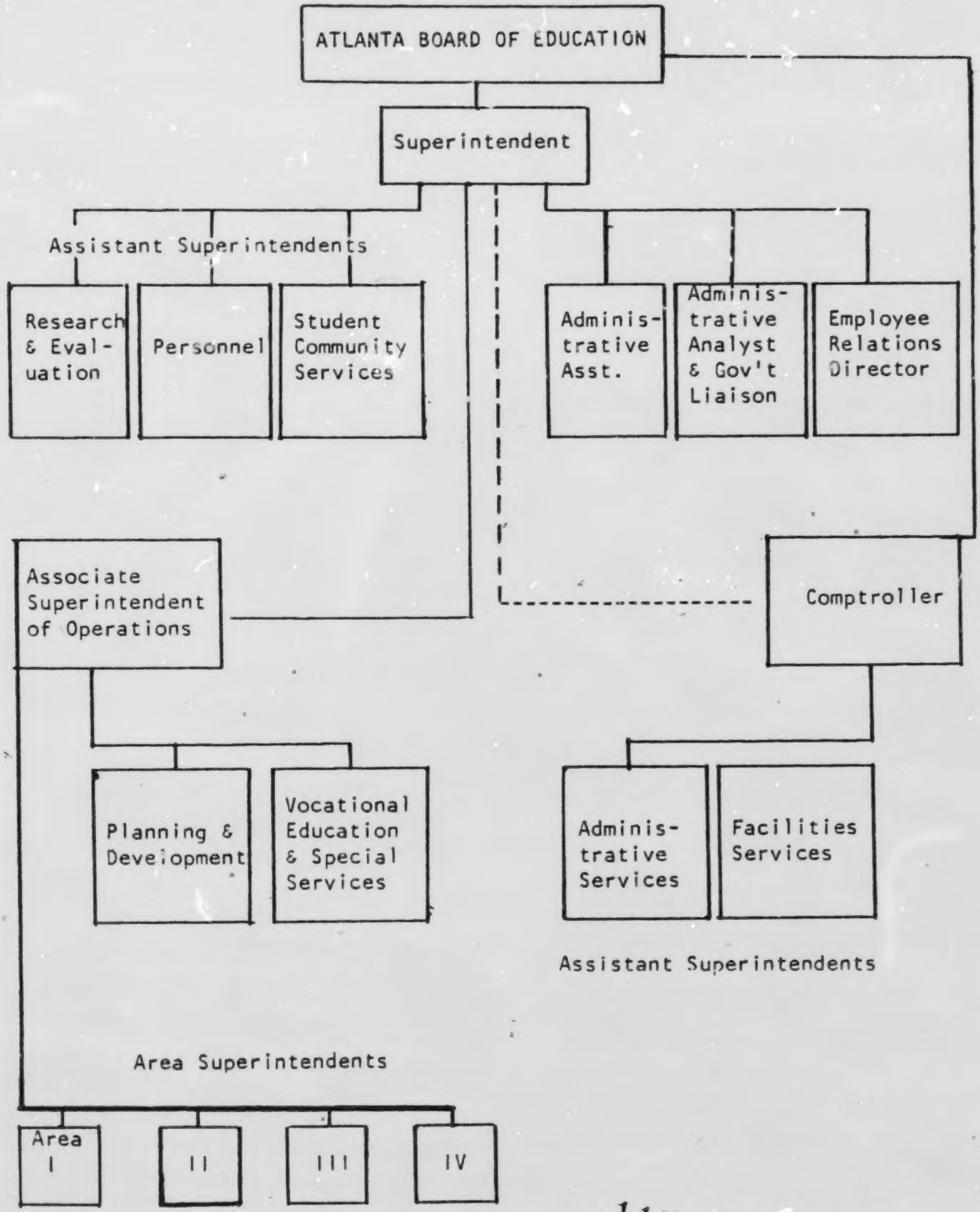
Today, the Atlanta public school system is run by a school board consisting of nine members. The system employs over 4,000 teachers, administrators and other personnel to serve a student population of 83,797 (June 5, 1978). At the end of the 1977 school year, the system comprised 105 elementary schools, 8 middle schools and 22 high schools. The projected budget for FY 1978 was almost $114 million. The system is divided into 6 area school districts (each consisting of 2 contiguous city council election districts) and 4 administrative areas, each with its own area superintendent (see Chart 1).

Governance

On the 9-member school board, 6 seats are filled through nonpartisan district elections; the remaining 3 seats are filled by citywide at-large elections. The 1973 city charter states that "the combination of at-large and district board members should assure communitywide as well as local neighborhood considerations in the determination of educational policy." Towards the end of 1977, the Board instructed its attorney to prepare legislation for presentation to the Georgia State Assembly. This legislation called for a charter amendment instituting staggered terms and at-large election of all board members. This proposal met with a good deal of community opposition and was never implemented. Each board member serves a four-year term and receives an annual salary of $4,400. The members elect the board's officers; the vice president and president receive salaries of $4,600 and $5,000, respectively.

The last election of board members took place on October 4, 1977. Incumbents running for 7 of the 9 positions received little competition:

Chart 1. Atlanta School System Organization
September 1977


ATLANTA BOARD OF EDUCATION
Superintendent
Assistant Superintendents
Research & Evaluation
Personnel
Student Community Services
Administrative Asst.
Administrative Analyst & Gov't Liaison
Employee Relations Director
Associate Superintendent of Operations
Comptroller
Planning & Development
Vocational Education & Special Services
Administrative Services
Facilities Services
Assistant Superintendents
Area Superintendents
Area I
II
III
IV

1 was unopposed; 2 had 1 opponent; and, 4 had 2 opponents. Of the 7 incumbents, 6 were re-elected. In the case of two positions for which the incumbent did not run, 5 and 4 other people ran. The election resulted in a board made up of 6 males and 3 females; blacks held 5 seats; whites, 4.

Between 1953 and 1968, Atlanta had only one black board member. However, the 1969 school board elections gave the board a very different racial makeup (see Table 1). The year 1969 also marked a citywide shift in political power, with Atlanta electing its first black mayor. The past three elected school boards have continued to reflect this changed makeup.

The current board, elected in 1977, is headed by Dr. Benjamin Mays, voted president without even token opposition. The board's vice president is Mrs. June Cofer. Both Dr. Mays and Mrs. Cofer were first elected to the board in 1969. Dr. Mays, 85 years old, is a former president of Morehouse College and a past president of the United Negro College Fund.

Georgia State law requires board meetings to be open. The board meets twice each month, on the first and second Mondays at 7:30 p.m., with an additional briefing session on the afternoon of the second Monday. A community meeting is held on the first Monday of the month. There is no formal agenda; the meeting is designed to permit individuals or representatives to make presentations or discuss issues before the board. Those who want to speak sign up as they enter the meeting room and are called to speak on a first come, first served basis. At the briefing session, administrators give talks on different aspects of school system operations and on the activities of the board's subcommittees. Public organizations or individuals may raise issues or questions with the board, but arrangements must be made in advance.

The second Monday evening is reserved for policymaking legislative sessions. The public may attend the meeting but is not allowed to speak or question. The board has 6 standing committees: instruction, planning, personnel, administration, budget commission and liaison (to the State legislature).

The city charter charges the board to run the school system. The board's duties and responsibilities are broadly spelled out in the charter. The board has a great deal of freedom in the administration of the system; it basically delegates--without interference--the day-to-day operation of the system to its appointed superintendent. Alonzo Crim, serving his second four-year term, is the current superintendent. Crim plays a dominant role in the running of Atlanta's schools. He runs the school board meetings by establishing the agenda, makes key presentations along with his staff, and generally responds to questions from parents or community organizations. An unstated rule of the Atlanta School Board, which generally holds, is not to allow confrontative behavior between members during meetings.

Table 1. The Atlanta School Board
1970-1978

				TOTALS FOR TERM			
				Sex		Race	
Year Elected	Post	Sex	Race	Male	Female	Black	White
1970							
	1	M	black				
	2	M	white				
	3	M	black				
	4	M	white				
	5	F	white				
	6	M	white				
	7	M	white				
	8	F	white				
	9	M	black				
	10	F	white				
				7	3	3	7
1974*							
	1	F	black				
	2	M	black				
	3	F	white				
	4	M	white				
	5	M	black				
	6	F	black				
	7	F	white				
	8	M	white				
	9	M	black				
				5	4	5	4
1978							
	1	F	black				
	2	M	black				
	3	M	white				
	4	M	white				
	5	M	black				
	6	F	black				
	7	F	white				
	8	M	white				
	9	M	black				
				6	3	5	4

* The 1973 Atlanta City Charter reforms established a nine-member board.

The State Role

At the State level, the Georgia State constitution provides for a State Board of Education responsible for elementary and secondary public education. A separate Board of Regents is responsible for the State's university system. The Board of Education consists of 10 members appointed by the governor for seven-year terms. An elected State superintendent acts as the executive officer and heads the State's Education Department.

The State Budget Bureau is legally responsible for approving all expenditures for public education. The governor is ex-officio director of the Budget Bureau and appoints a budget officer to direct it. In Georgia there is no earmarking of funds for education; revenues are derived from the general treasury. This has led to active participation on the part of both the Board of Education and the Board of Regents in the State budgetary process.

Like most institutions in the urban South, education in Atlanta is the product of long-standing traditions. Until the relatively recent changes in the 1960's, education on the State level had not changed in generations. A growing State university system, run by the Board of Regents, at times in direct competition with a separate State Board of Education for a larger share of the State's educational allotment, is the backdrop for Atlanta's fairly independent "home-ruled" school system.

Finance

Articles II and III of the Board of Education section of the 1973 Atlanta City Charter provide for the board's ability to finance and administer the school system budget. The board appoints a comptroller. Currently, Walter Mayfield, serving his second four-year term, fills this position. The Atlanta school system is one of the few still balancing its budget but, like most cities, is having to run its schools under fiscal constraints. The budget scarcely increased at all between 1973 to 1976, as Table 2 shows.

Table 2. Atlanta Schools Budget: 1960-1977

1960 - $ 25,026,618.09
1967 - $ 50,523,078.41
1970 - $ 74,219,508.01
1973 - $108,165,267.25
1976 - $108,823,653.00
1977-1978 - $113,835,636.00 (Projected)

Source: Barbara Jackson, "Desegregation Atlanta Style," in *Theory into Practice* (Columbus: Ohio State University, 1977).

Superintendent Crim referred to the operating budget for FY 1977 as "almostan austerity budget." The FY 1977 budget provided a 5 percent salary increase for all employees. On instructional items it was a hold-the-line budget; on noninstructional items, a reduced budget. The FY 1978 budget emphasized the areas most severely affected by past reductions. The proposed salary increase for all employees was 7 percent, along with an increase to fringe benefits such as hospitalization and workman's compensation. Allocations for institutional supplies and equipment were increased by over 10 percent. The teaching staff was increased and more money was made available for building maintenance.

The majority of revenue receipts for the Atlanta school system comes from local sources, and amounts to about 60 to 65 percent of the total. In 1977, the school property tax was increased to $26.61 per $1,000 assessed value, up from $22 in 1967. For the 1976-66 school year, the school tax rate resulted in a net from the city of Atlanta of slightly over $69 million. The State usually contributes somewhere around 30 percent to the general operating budget. The Federal Government provides a very small percentage, with the rest coming from miscellaneous sources, as shown in Table 3.

Table 3. General Operating Budget
Receipts for the School Years 1969-70 to 1976-77

	Source in Percent			
	Local	State	Federal	Miscellaneous
1976-77	65.55	33.49	0.55	0.41
1974-75	65.47	31.52	0.87	2.14
1973-74	65.14	28.37	0.67	5.82
1972-73	65.10	28.87	0.95	5.08
1971-72	68.10	26.60	1.30	4.00
1970-71	65.70	26.20	1.40	6.70
1969-70	62.40	33.40	1.30	2.90

(Data not available for 1975-76.)

Source: Statistical Report 1976-77: Atlanta Public Schools.

The majority of school system expenditures are for employee salaries, and constitute 75 to 80 percent of total expenditures. The remaining 20 to 25 percent is used for school maintenance, transportation, supplies, etc.

Table 4. Expenditures for the School Year

Year	Expenditure in Percent	
	Salaries	Non-Salaries
1976-77	77.23	22.77
1975-76	75.22	24.28
1974-75	74.63	25.37
1973-74	74.31	25.69
1972-73	76.93	23.07
1971-72	78.10	21.90
1970-71	79.60	20.40
1969-70	79.70	20.30

Source: Statistical Report 1976-77: Atlanta Public Schools.

Expenditures per pupil in Atlanta have increased from $334.20 in 1962-63 to a high of $1,426.14 for the 1975-76 school year. The rate of increase has since declined; expenditure per pupil actually decreased in 1976-77.

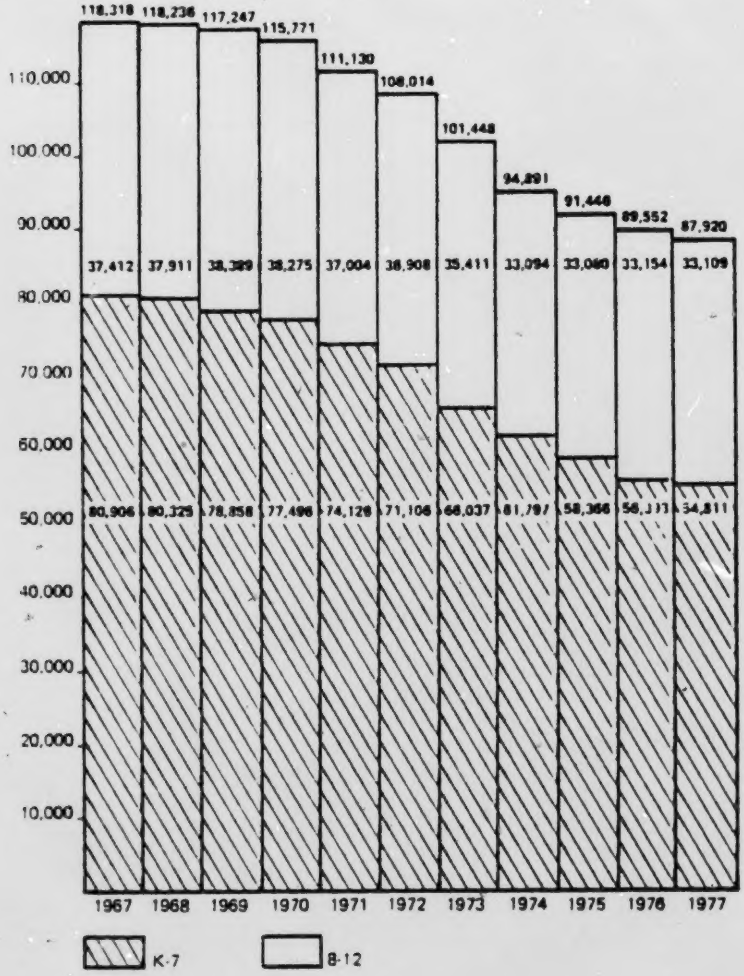
Table 5. Expenditure Per Pupil in Average Daily Attendance 1963-77

School Year	Total Current Expenses*	Average Daily Attendance	Per Pupil Expenditure
1962-63	$ 32,727,542	95,084	$ 334.20
1963-64	34,347,170	98,762	347.78
1964-65	38,312,330	100,037	382.98
1965-66	44,020,400	100,103	439.75
1966-67	48,837,001	103,469	472.00
1967-68	58,495,377	103,265	566.46
1968-69	64,490,495	102,383	629.89
1969-70	71,731,197	101,452	707.04
1970-71	83,855,021	95,406	878.93
1971-72	90,006,112	93,403	963.63
1972-73	89,485,905	87,532	1022.32
1973-74	104,136,719	78,431	1327.75
1974-75	108,014,327	77,437	1394.87
1975-76	108,867,129	76,337	1426.14
1976-77	102,073,388	74,547	1369.25

*Excludes Capital Outlay and Non-Revenue Expenditures.

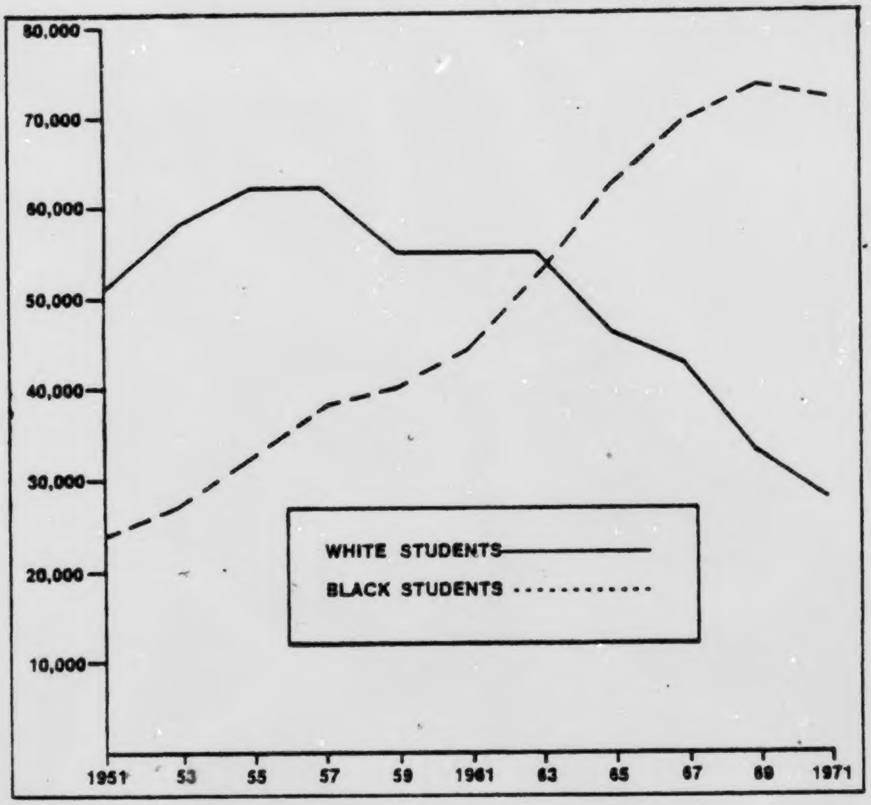
Source: Statistical Report 1976-77: Atlanta Public Schools.

Chart 2. Total Enrollment - Year Ending
Regular Day Schools Only
1967 - 1977



Source: Statistical Report 1976-77: Atlanta Public Schools

Chart 3. Racial Change in City of Atlanta Schools



Source: Which Way Atlanta: Atlanta Research, Inc., 1973.

The Board of Education develops its budget over a period of several months. First, the school administration presents the board with a budget that includes a long list of possible new programs and their costs. The board then develops a list of priorities for new programs. At this point, the board holds public hearings. Though anyone may present a request for expenditures, by this point the budget is pretty well formulated. Most of the presentations at these meetings are by parents making requests for repairs to individual schools. The City Council approves the budget each year as a matter of routine. The city charter also allows the school system to audit itself independently.

Because of a time lag in the collection of taxes, the board has often had to request loans from local banks to meet operating expenses. The City Council is charged under the city charter to negotiate such loans upon request by the board. This tie to the Atlanta business community reflects an indirect but powerful influence over the system by the traditional power brokers. Superintendent Crim in 1977 noted that the administration had a long-term goal of eliminating within the next 10 years any need for borrowed funds.

Student Enrollment

Total enrollment in the school system has been on the decline since 1966-67. This has been caused by a combination of declines in white enrollment (which began in the mid-1950's) coupled with a leveling-off in black enrollment. Migration out of the city of Atlanta, both to other parts of the metropolitan area and out of the region completely, has both decreased the white enrollment in the city and helped increase total enrollment in the surrounding school systems, as shown in Chart 2.

Enrollment in nonpublic schools in the city of Atlanta accounted for 10 percent of the total city school enrollment (1972-73 school year). It should be noted that some students in these nonpublic schools come from outside the city of Atlanta. In the 1972-73 school year, a total of 31 nonpublic schools in Atlanta enrolled 10,324 students.

In the 1972-73 school year, 71 percent of the students in Metro Atlanta public schools were white and 29 percent were black. However, Atlanta's racial make-up was almost the opposite. Of the total population, 77 percent were black and 23 percent were white (see Chart 3). Black student enrollment in the Atlanta public schools has increased substantially. In the 1951-52 school year, black enrollment was approximately 30 percent of total enrollment. In the 1964-65 school year, blacks constituted the majority of students enrolled in the Atlanta system. White enrollment began declining in 1955. The rate of decline in white enrollment accelerated after 1963, and was possibly influenced by desegregation orders. The racial make-up in 1977 was 88.8 percent black and 11.2 percent white. The number of Hispanics in the system is minute; no Hispanics were registered in 1960 and only 424 in 1977.

Staff

The teaching staff of the Atlanta school system exhibits the same trend as the student population--an increasing percentage of blacks coupled with a decreasing percentage of whites.

Table 6. Teaching Staff

Year	Black	Percent	White	Percent	Total
1960	1,500	43.8	1,924	56.2	3,424
1967	2,237	51.1	2,134	48.9	4,371
1970	2,815	57.5	2,059	42.3	4,874
1973	2,477	62.1	1,506	37.9	3,983
1977	2,680	78.0	754	22.0	3,434

Source: Barbara Jackson, "Desegregation Atlanta Style," in Theory into Practice (Columbus: Ohio State University, 1977).

Research by the National Educational Association and the Georgia Association of Educators show the deterioration of Atlanta teachers' salary position. In the Southeast, Atlanta always used to be at the top; more than 40 systems pay their teachers more now. The salaries of top Atlanta school administrators have not fallen behind. They lead Georgia and the Southeast, and are very competitive nationwide.

Student Achievement

In recent years, Atlanta has taken steps to provide test score information to the public. In 1972, the board authorized publication of student reading and materials achievement test scores on a school-by-school basis. Also, Atlanta's new city charter requires annual publication in the local newspapers of the performance level of each school.

In a report released in March 1973, the Atlanta school system discussed the effectiveness of its elementary school reading program, as reflected by student test scores. The report concluded that by the school system's own guidelines, 4 of every 10 elementary schools were not effectively educating students. Only 1 school in 6 had an "acceptable" level of student achievement. "Acceptable" was defined as near or above the national test score average.

Desegregation

Desegregation has been by far the most important issue in school politics in Atlanta. Until 1961 Atlanta, like most southern cities, resisted and delayed changes in its segregated school system. Court pressure and a rallying of the political and economic communities, aided by citizens' groups and supported by the media, forced the system to change. The city adopted a Freedom of Choice Plan that included grade-by-grade desegregation, beginning in the first year with kindergarten and adding one grade yearly to the program. Under the plan, black children voluntarily went to white schools. Since the plan did not provide for transportation, parents had to arrange this for their children.

In 1970, the Supreme Court ruled that Freedom of Choice Plans were no longer an adequate means for eliminating dual school systems; Atlanta therefore needed a new plan.

In the meantime, the school population, 45 percent black in 1960, had become 68 percent black. Black leadership in Atlanta became much more visible in elected positions, both on the school board and in city government.

The new Settlement Plan Atlanta adopted in response to court orders abolished the Freedom of Choice Plan and instituted a "majority-to-minority" transfer policy. This policy allowed students to move from a school in which their race was in the majority to one in which it was in the minority. The plan also called for new zoning to bring about a larger number of integrated schools. Through a lottery system, staff members were transferred to achieve a racial ratio in each school that reflected the citywide ratio, which was, at that time, 60 percent black in the elementary schools and 52 percent black in the high schools.

Another component of the 1970 plan was the creation of a biracial committee to serve in an advisory capacity to the school board. Committee members' names were listed in the court order and the committee did much to ensure the development and eventual acceptance of the 1973 Settlement Plan, which, after being accepted by the courts, was implemented in September 1973. The plan included: desegregation of administration, staff desegregation, majority-to-minority transfers, and a student assignment plan that called for a minimum black enrollment of 30 percent in each school. Although the 1973 Plan has made significant progress toward uniting Atlanta's dual system, several voices in the community still express dissatisfaction. Prior to the plan, the NAACP proposed an extensive busing program that would raise the number of students attending racially-mixed schools. The Atlanta board of education rejected the mass busing required to implement such a plan. The 1973 compromise drew fire from the National Association for the Advancement of Colored People (NAACP), the American Civil Liberties Union (ACLU) and from a portion of the black community. These groups accused the board of giving in to white pressure by refusing to integrate the schools meaningfully. In addition, several opponents of the plan have countered with plans to integrate the schools on a metropolitan basis. To date, aside from minor changes, the 1973 Settlement Plan has governed desegregation in the system.

Desegregation, however, still remains a major issue. A five-year-old Federal lawsuit seeking desegregation across school system and county lines has continued to hang over the system. The Atlanta Public School system is a defendant in the case. Dr. Mays, president of the board, has been very outspoken in his defense of the present system, and in his opposition to the changes which a ruling against the system would mean.

Additional issues that will demand the board's attention in the near future are: the emerging policy on middle schools; the movement to bring white students back into the school district; and, teachers' pressure for recognition of unions and collective bargaining. In a region traditionally unsympathetic to unionism, this last issue may prove to be a major source of conflict.

Table 7. General Fund - Revenue

	Budgeted FY 77	Estimated FY 78	Increase (Decrease)
Local			
Ad Valorem Taxes, Fi Fas, Interest on Investments, Rentals, Refunds, Athletic Receipts, Data Processing Receipts, etc.	$ 70,303,313	$ 72,564,005	$ 2,260,692
State			
APEG, Compensatory Education (CEP), Regular Vocational Program	36,645,250	39,946,631	3,301,381
Federal			
Military Salary Reimbursements, Impact Aid	1,375,000	625,000	(750,000)
Incoming Transfers			
Title I, ESAA, Title XX, etc.	500,000	800,000	300,000
TOTAL REVENUE	$108,823,563	$113,935,636	$ 5,112,073

Source: Atlanta Board of Education: Proposed Operating Budget, April 4, 1977

Table 8. General Fund - Appropriations

Summary

State Classification	FY 77	Percent of Total	FY 78	Percent of Total
Instruction	$ 53,081,343	51.2%	$ 56,418,947	49.5%
Pupil Services	3,620,763	3.5	4,167,229	3.7
Instructional Staff Services	3,812,781	3.7	5,073,719	4.5
General Administration Services	557,822	.5	667,898	.6
School Administration	7,709,378	7.4	8,501,591	7.5
Business Services	22,792,252	22.0	24,806,977	21.8
Capital Outlay	370,003	.4	1,068,569	.9
Central Services	2,736,299	2.6	3,025,745	2.7
Employee Benefits	6,889,188	6.6	7,830,000	6.9
Outgoing Transfers	2,182,000	2.1	2,335,000	1.9
TOTAL APPROPRIATIONS	$103,751,829	100.0%	$113,895,675	100.0%

Source: Atlanta Board of Education: Proposed Operating Budget, April 4, 1977

The Boston Public School System

Boston boasts the oldest public school system in the nation. Local school committees were established by law in 1826, to "act as agents of the State," and are legally responsible for the operation of all public schools within each city and town. The people of Massachusetts have a historical tradition of involvement with public education institutions. However, over the past three-quarters of a century or so, the Commonwealth's efforts to maintain excellence in public education deteriorated to such a degree that in 1962 a special commission was appointed to study and suggest reforms in the Commonwealth's basic educational structure. In the past decade, generations of tradition have begun to give way to changes, not only as a result of statewide reorganization, but more recently through the action of the Federal and State courts on behalf of the system's minority students.

The Boston public school system is run by a five-member School Committee. The system has a total staff of 8,010 (April 30, 1976) and, in the 1977-78 school year, had a student population of 73,500. At the end of the 1975-76 school year the system comprised 16 high schools, 22 middle schools and 84 elementary schools. The target budget for the 1978-79 school year is $175 million. The school system boundaries are districts, each with a district superintendent in charge.

Governance

The five members of the School Committee are elected on a citywide at-large basis and serve concurrent two-year terms. The most recent election of school board members took place in November 1977. The make-up of the new committee is different from the one which preceded it. John O'Bryant, the first black to serve on the school board since 1900, was elected at this time. The community looks to him as being the member most sympathetic to their demands. The rest of the committee is split between 2 moderates, Kathleen Sullivan Alioto and John McDonough, and 2 conservatives, David Finnegan and Paul Tierney. Finnegan serves as chairperson of the committee. The members of the committee are not paid for their services.

The Boston School Committee has dominated the headlines in Boston newspapers regularly for the last ten years as the focal point in an acerbic educational controversy. Members have strongly resisted attempts to integrate the school system. The committee elected in 1973 was found guilty of de jure segregation and two of its members were turned out in the 1975 election. The past five elected school committees have been dominated by Irish males (see Table 1). The committee has a history of confrontative behavior with its superintendent as well as the public it serves.

Table 1. Ethnic Background of Boston School Committee Members, 1969-77

Year/Month Elected	Post	Sex	Ethnic Background	Sex Male	Sex Female
November 1969	1	M	Jewish father, Irish mother, raised Catholic	5	0
	2	M	Irish		
	3	M	Wasp		
	4	M	Irish		
	5	M	Irish		
November 1971	1	M	Irish	5	0
	2	M	Irish		
	3	M	Irish		
	4	M	Irish		
	5	M	Wasp		
November 1973*	1	M	Irish	5	0
	2	M	Irish		
	3	M	Irish		
	4	M	Irish		
	5	M	Irish		
November 1975	1	F	Irish	3	2
	2	M	Irish		
	3	M	Irish		
	4	M	Irish		
	5	F	Italian		
November 1977	1	M	Irish	4	1
	2	M	Irish		
	3	M	Irish		
	4	F	Irish		
	5	M	Black		

*Council membership in this year strongly resisted attempts to integrate the school system, and was found guilty of de jure segregation. Two council members were turned out in the 1975 election.

During the summer of 1978 the committee unanimously elected Robert Wood to the position of superintendent of the Boston public school system. Mr. Wood is a former president of the University of Massachusetts and also served on the Citywide Coordinating Council, a court-mandated group charged with overseeing the implementation of the court's desegregation order. The selection process was a difficult one in which the interests of the School Committee clashed with those of an Advisory Community Screening Committee. The Advisory Committee consisted of 16 members of various interests and largely came into existence as the result of efforts made by John O'Bryant. Wood received 11 votes out of a possible 16 for inclusion on the list of people to be interviewed by the screening committee. The committee was warned that strong community reaction would follow if the superintendent chosen had not been endorsed by the screening panel.

During the 1977-78 school year the Boston School Committee met at least once a week and sometimes as many as four times a week. The regular pattern of meetings would be to follow a predetermined agenda and then break for executive sessions near or at the end of the regular committee meeting. Meetings are usually held at 2:00 p.m. However, recent changes made by the School Committee have led to what is called the community meeting. Two committee meetings a month are held in the evening. One of these, a floating meeting, is held in a different district each time. Inclusion of items on the agenda seems to reflect the activities of the school department, as well as system changes necessitated by the continued involvement of the Federal courts.

Members of the public can address the School Committee by formally requesting that they be placed on the agenda to speak about a specific item. They must do this through the School Committee's secretary. There is no guarantee that they will be heard at a board meeting.

Previous to July 1, 1978, along with the School Committee, there was also a Board of Superintendents which was made up of the superintendent, deputy superintendent, associate superintendents and business manager. Each member of the board was in charge of a department; these included school operations, educational planning, personnel, staff training and development, special services, curriculum and inspection, and, the business department.

Critics of the Boston school system have long contended that there is a lack of administrative accountability within the School Department. A look at a former organizational chart shows why this is true (see Chart 1). An Advisory Task Force on Management Restructuring of the Boston School Department in an April 5, 1978 report made the following recommendations:

1. The power and authority of the superintendent should be enhanced significantly in order to establish a basic structure for educational and management accountability.

2. Provision should be made for a mechanism to integrate and consolidate all key management and operations functions to be carried out in support of the education process.

3. Central and district administrative costs should be streamlined.

Chart 2 depicts the new organizational structure. The appointment of Robert Wood coincides with the implementation of the management reorganization plan. It remains to be seen what effect the superintendent's new decisionmaking authority will have. It should also be noted that a newly created Office of Community and Public Affairs came out of the reorganization.

The State Role

At the State level, the education bureaucracy is organized under a 1965 law that set up three major boards to be responsible for the objectives and needs of public education in Massachusetts. These are: the Massachusetts Advisory Council on Education, the Massachusetts Board of Higher Education, and the Massachusetts Board of Education (see Chart 3). Appointments to the board are made by the governor; all members must be State residents and lay citizens; educators can only serve as ex-officio members or on advisory groups.

The Advisory Council on Education was set up to "recommend policies designed to improve the performance of all public education systems in the Commonwealth." The council also nominates candidates for appointment by the governor to the Board of Higher Education and the Board of Education.

The role of the State Department of Education (which is under the supervision of the State Board of Education) with respect to local school systems is largely supportive--providing a communication and information center, specialized services and planning. The chief administrator for elementary and secondary education within the department is the Commissioner of Education. The primary authority of the department is in the promulgation of educational standards: minimum school day lengths, minimum number of days in a school year, professional standards, minimum educational standards, etc. The department has two other important responsibilities: the distribution of Federal and State aid and the supervision of the Racial Imbalance Act.

Finance

The total budget for the 1977-78 school year was $172 million. The rate of increase in the school budget has declined greatly after the 1975-76 school year, as shown in Table 2.

Table 2. Percentage Increases in Boston School Department Budgets
1974-75 to 1977-78

Year	Total Budget	Percentage Spending Increase
1974-75	$141,939,000	+16.2
1975-76	172,092,000	+21.3
1976-77	170,500,000	- 1.0
1977-78	172,600,000	+ 1.4
Target		
1978-79	175,000,000	+ 1.4

Source:

For the 1976-77 school year the Boston public school system received 60.7 percent of its revenue receipts from local sources, 33.4 percent from state sources and 5.9 percent from the Federal government (see Table 3 in Comparative Data Tables). The majority of money received from the Federal government goes to Title I, Planning and Evaluating Elementary and Secondary Programs (see Table 4). Most State funds go towards the School Aid Fund and also for occupational programs (see Table 3).

Table 3. Revenue From the Commonwealth of Massachusetts for School Support Fiscal Year Ending June 30, 1976

Item	Chapter[a]	Section	Amount
School Aid Fund	70		$56,788,518
State Aid to			
Pupil Transportation	71	7A, 7B 16C, 37D	2,743,340
Tuition and Transportation of State Wards	765		210,822
Bilingual Programs	74		850,000
Occupational Programs	538		3,915,001
Food Services	500		0
School Construction			30,470,532
Special Needs Program	71B		3,353,959
Miscellaneous State Aid			0
TOTAL[b]			$98,332,172[c]

Notes:

[a] As Amended

[b] Does Not Include Racial Imbalance Programs (Ch. 76, Sec. 12A and Ch. 643 and Ch. 636. Ch. 636 operates as a Grant).

[c] LEA Contribution - $81,489,086 ($180,054,313 - 98,332,172 - 233,055).

Source: Selected Annual Statistics of the Boston Public Schools: 1975-1976 School Year (June 1977).

Table 4. *Revenue from Federal Sources for School Support
For the Fiscal Year Ending June 30, 1976

Source Description		Amount
P.L.81-874	Aid to Impacted Areas (Grants)	$ 338,636
P.L.93-203	C.E.T.A. Distributions (MDTA)	405,223
Title I	Aid to Educationally Disadvantaged	7,910,634
Title II	Distribution School Library	50,247
Title III	Supplementary Centers and Services	258,617
Title VIII	Drop Out Prevention (VII Bilingual)	980,153
E.S.A.A. Title VII	Planning and Evaluating Elementary/ Secondary Programs	2,374,862
P.L.00-576	Occupational Education (92-318)	619,303
P.L.91-230	Adult Education Title II and III	352,911
P.L.87-415	Other (N.I.E. Urb. Planning Grant)	60,487
	Other	532,696
TOTAL		$ 13,545,133

Source: Selected Annual Statistics of the Boston Public Schools: 1975-1976 School Year (June 1977).

* This table was taken directly from the source. We recognize, however, that the total is inaccurate.

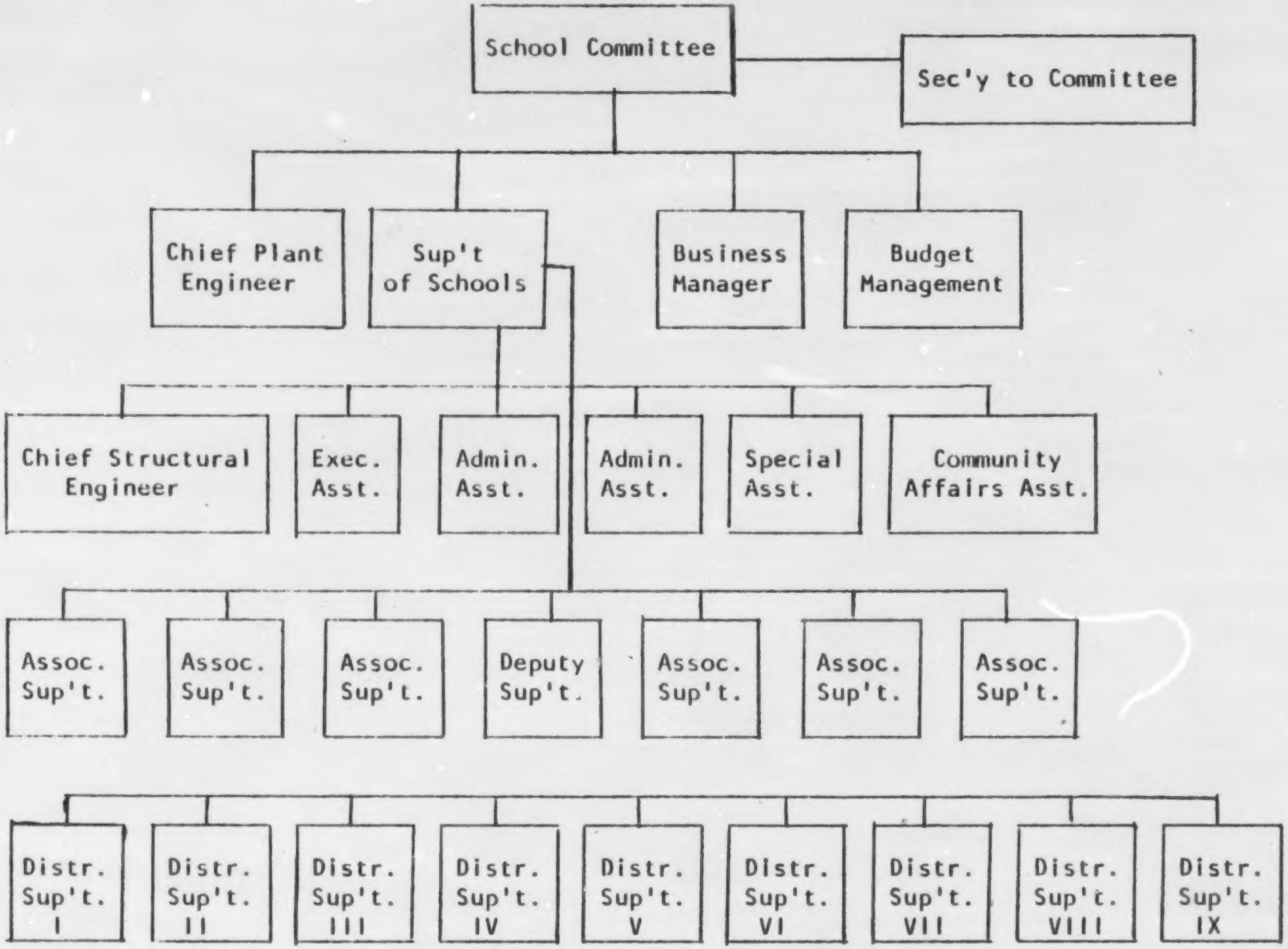

School Committee
Sec'y to Committee
Chief Plant Engineer
Sup't of Schools
Business Manager
Budget Management
Chief Structural Engineer
Exec. Asst.
Admin. Asst.
Admin. Asst.
Special Asst.
Community Affairs Asst.
Assoc. Sup't.
Assoc. Sup't.
Assoc. Sup't.
Deputy Sup't.
Assoc. Sup't.
Assoc. Sup't.
Assoc. Sup't.
Distr. Sup't. I
Distr. Sup't. II
Distr. Sup't. III
Distr. Sup't. IV
Distr. Sup't. V
Distr. Sup't. VI
Distr. Sup't. VII
Distr. Sup't. VIII
Distr. Sup't. IX

Chart 1. Boston School Department Former Organizational Chart

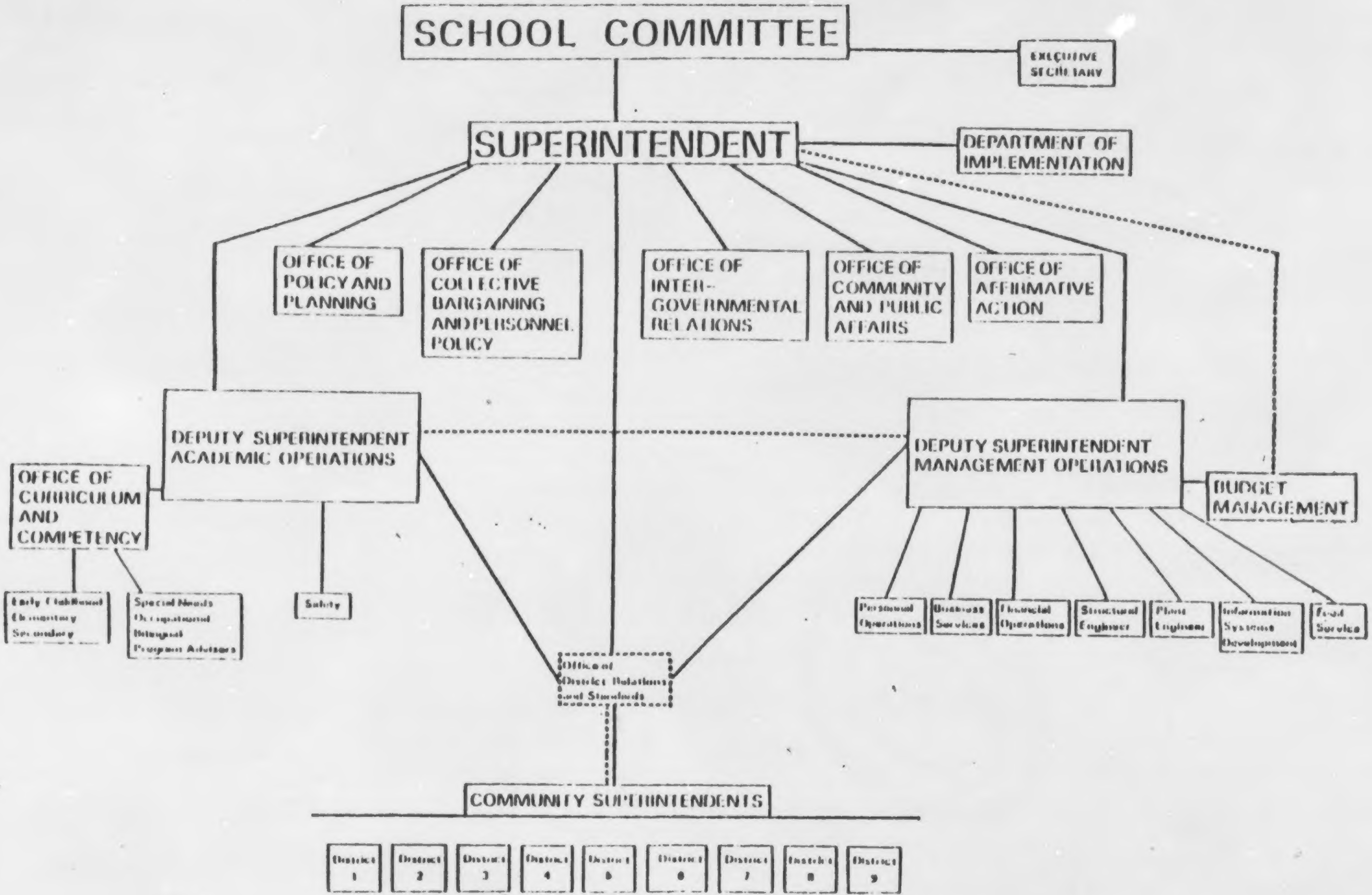
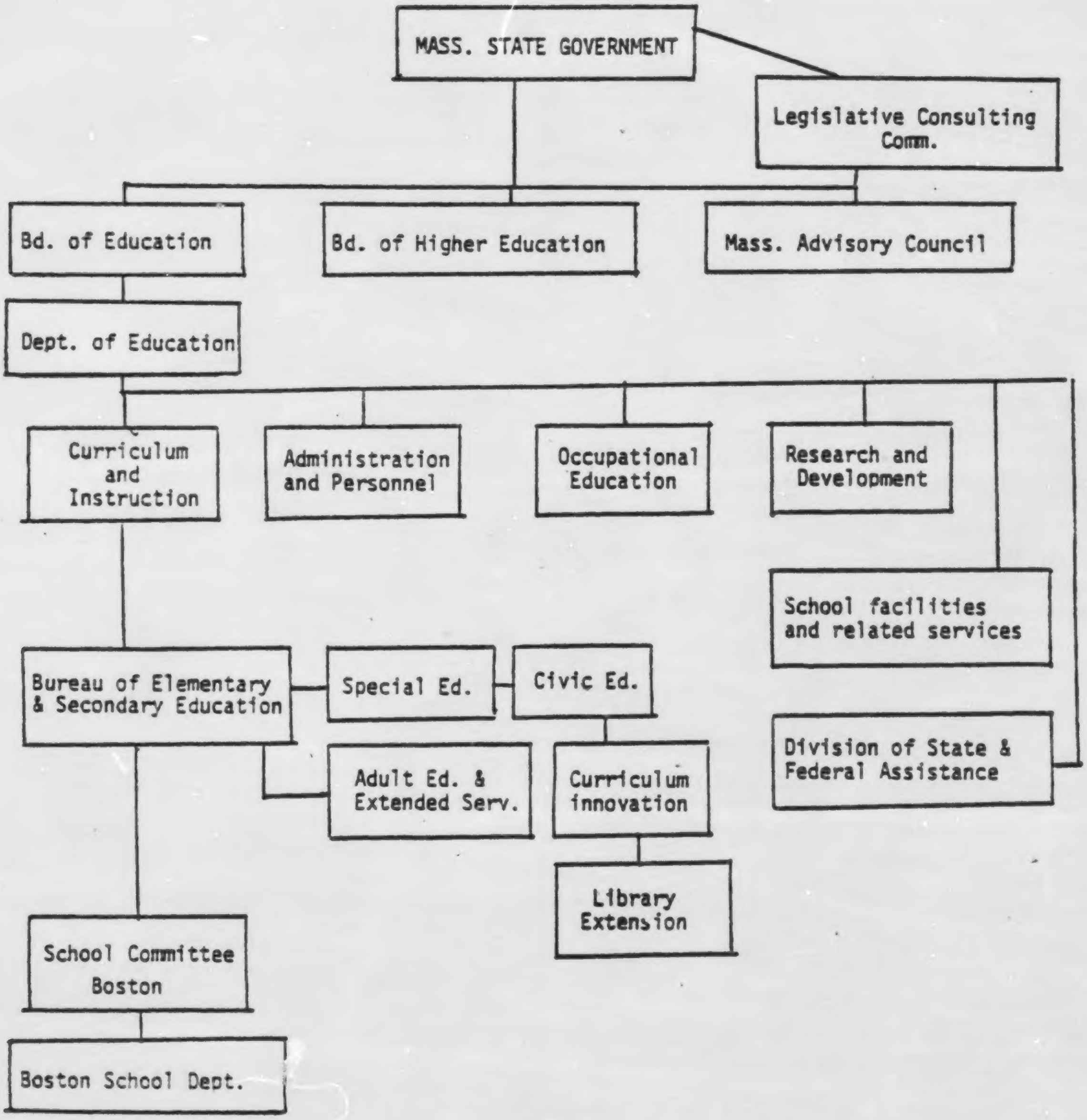

SCHOOL COMMITTEE
EXECUTIVE SECRETARY
SUPERINTENDENT
DEPARTMENT OF IMPLEMENTATION
OFFICE OF POLICY AND PLANNING
OFFICE OF COLLECTIVE BARGAINING AND PERSONNEL POLICY
OFFICE OF INTER-GOVERNMENTAL RELATIONS
OFFICE OF COMMUNITY AND PUBLIC AFFAIRS
OFFICE OF AFFIRMATIVE ACTION
DEPUTY SUPERINTENDENT ACADEMIC OPERATIONS
DEPUTY SUPERINTENDENT MANAGEMENT OPERATIONS
BUDGET MANAGEMENT
OFFICE OF CURRICULUM AND COMPETENCY
Early Childhood Elementary Secondary
Special Needs Occupational Bilingual Program Advisors
Safety
Personnel Operations
Business Services
Financial Operations
Structural Engineer
Plant Engineers
Information Systems Development
Food Service
Office of District Relations and Standards
COMMUNITY SUPERINTENDENTS
District 1
District 2
District 3
District 4
District 5
District 6
District 7
District 8
District 9

Chart 2. Boston School Department Current Organization Chart

Chart 3. Massachusetts State Education System Organization Chart


MASS. STATE GOVERNMENT
Legislative Consulting Comm.
Bd. of Education
Bd. of Higher Education
Mass. Advisory Council
Dept. of Education
Curriculum and Instruction
Administration and Personnel
Occupational Education
Research and Development
School facilities and related services
Bureau of Elementary & Secondary Education
Special Ed.
Civic Ed.
Division of State & Federal Assistance
Adult Ed. & Extended Serv.
Curriculum innovation
Library Extension
School Committee Boston
Boston School Dept.

Funding of the school system is a difficult process. A complicated statutory formula, applicable only to Boston, allows the School Committee to appropriate the great bulk of the system's funding but requires the Boston city council to appropriate another portion upon request of the School Committee and the recommendations of the mayor, as shown in Table 5.

Table 5. Boston School Board: Reimbursable Expenditures, July 1, 1975 to June 30, 1976

Expenditures for School Support	Total
School Committee Appropriations	$180,054,313
Expenditures by Other Municipal Agencies	$103,536,887
Total	$283,591,200

Source: Selected Annual Statistics of the Boston Public Schools: 1975-1976 School Year (June 1977).

The committee also lacks autonomy in selecting sites and contracting for the construction of new schools. This financial responsibility lies with the Public Facilities Commission, an independent agency of the city.

At the May 19, 1978 School Committee meeting, parents expressed concern over lack of input into the budgetmaking process. They suggested district hearings. Members pointed out that parents could do little to change an austere fiscal budget. Parents were not seeking a veto power; they wanted budget information to be available to them. The School Committee voted unanimously for local budget hearings.

Student Enrollment

The number of students enrolled in the system has declined during the 1970's, as shown in Table 6.

Table 6. Boston School System Enrollments, 1971 to 1975

	Total Enrollment K-12	Percent Decrease
1971	95,870	-
1972	95,209	0.7
1973	93,231	2.1
1974	85,261	8.5
1975	83,865	1.6

Source: Selected Annual Statistics of the Boston Public Schools: 1975-1976 School Year (June 1977).

Student enrollment totaled 73,500 for the 1977-78 year. Enrollment decreased sharply in the 1974-75 school year because in the previous year Boston experienced the greatest amount of tension and violence that resulted from school desegregation.

On October 1, 1975, there were 23,096 students enrolled in Boston parochial schools; another 1,510 were enrolled in private, nonparochial schools. This means that 24,606 students, about 23 percent of Boston's school-aged children, were not attending Boston's public schools.

Concurrently with the decline in total enrollment, the racial/ethnic composition of Boston's schools has been undergoing change. A Department of Health, Education and Welfare racial/ethnic survey shows the Boston public schools as 33 percent black (sic), 5.3 percent Spanish-American (sic) and 59.6 percent white (see Table 2 in Comparative Data Tables). More recent data is shown in Table 7.

Table 7. The Racial/Ethnic Composition of Boston's Schools in 1975

	Total	Percent of Total
American Indian	331	0.4
Black, Not of Hispanic Origin	33,460	39.2
Asian	2,353	2.8
Hispanic Origin (White and Black)	7,437	8.7
White, Not of Hispanic Origin	41,407	48.7
Total	84,988	100.0

Source: Selected Annual Statistics of the Boston Public Schools: 1975-76 School Year (June 1977).

There is a discrepancy in terms as these surveys have different sources but the trend is clear: an increasing proportion in all minority categories coupled with a decrease in the white student population.

Staff

The racial/ethnic composition of the school system staff shows a completely different makeup to that of the student body. In 1976, whites comprised 84.5 percent of the total staff. The central administrative staff (1,579 people) was 93.7 percent white, 5.7 percent black and 0.6 percent Hispanic and Asian.

Table 8. Boston School Department: Summary of Staff By Assignment and Race

	Total	White/ Percent	Black/ Percent	Hispanic/ Percent	Asian/ Percent
Total Staff	8,010	6,770/84.5	1,062/13.3	126/1.6	51/0.6
By Assignment					
Officials, Administrators, Managers	145	130/89.7	13/9.0	2/1.4	-
Principals	103	97/94.2	6/5.8	-	-
Assistant Principals	423	396/93.6	26/6.1	-	1/0.2
Classroom Teachers	4,610	4,040/87.6	503/10.9	32/0.7	34/0.7
Teacher Aides	940	432/46	408/43.4	89/9.5	11/1.2
Clerical	268	260/97	8/3	-	-

Source: Selected Annual Statistics of the Boston Public Schools: 1975-1976 School Year (June 1977).

Blacks comprised only an estimated 1 percent of the teaching faculty in Boston during the early 1960's. Between 1969 and 1971 the board of superintendents compiled 39 rated lists of candidates for promotion from these lists: 25 lists contained no black candidates, 2 contained 2 black candidates, and 3 contained 4 black candidates. The number of candidates who qualified for promotion during those three years is shown in Table 9.

Table 9. Candidates Qualifying for Promotion, 1969-1971.

	White	Black
1969	331	13
1970	115	7
1971	173	5

Source: The Community Action Committee of Paperback Booksmith, The Boston School Decision (Boston, 1974).

Though changes have occurred in promotional procedures, blacks still occupy a disproportionately small portion of Boston's administrative positions.

Desegregation

In 1965, Massachusetts passed the Racial Imbalance Act, the nation's first State law against *de facto* segregation in the public schools. "The term 'racial imbalance' refers to a ratio between nonwhite and other students in public schools which is sharply out of balance with the racial composition of the society in which nonwhite students study, serve, and work...with the percent of the total number of students in such school." The law required communities take steps to eliminate racial imbalance in their schools, as well as arrange districts and new construction to minimize it. The Racial Imbalance Act also authorizes the State Department of Education to withhold funds from those school systems that did not adopt acceptable compliance plans. The Boston School Committee fought the implementation of the law through the courts, a battle which took three years. The act was upheld by the State Supreme Court in 1968. The act was the first step, and set the stage for the recent history of school politics in Boston. These centered on the desegregation issue.

In 1974, the Boston School Committee was found guilty of *de jure* segregation. The decision was made based on the Committee's *deliberate* redrawing of district lines to keep whites in some districts and blacks in others, and did not result in white students being bused to underutilized black schools.

Judge W. Arthur Garrity, Jr. (who would become increasingly important in Boston's school politics) ordered the Boston School Committee to desegregate the system. Through a series of objections to desegregating the system (e.g., white flight, high cost and community opposition), the School Committee abdicated its responsibility under law, thus giving the court the authority to implement its own desegregation plan.

Acting for the court, Judge Garrity restructured grade levels to ensure throughout the city uniform progression from K-12, reassigned students, instituted busing, rezoning and pairing, and, in some cases, closed schools in order to eliminate segregation.

Through the establishment of Racial Ethnic Parents Councils (REPCs) and Racial Ethnic Student Councils (RESCs) in each school, Judge Garrity attempted to include the parents and students in the solution of the racial problems caused by the upheaval of desegregation in the system, charging the Boston school system to pay "reasonable" expenses and supply the committees with meeting space. The purpose of the "biracial" councils was to facilitate smooth school operation by minimizing racial incidents.

Other innovations in the system based on court orders include:

1. Citywide Parents Advisory Council (CPAC): This council's function is to aid and support the work of the school biracial councils. CPAC is made up of a black and white panel from each of eight geographic school districts and one citywide magnet district.

2. The Community District Advisory Councils (CDACs): These councils monitor the implementation of the court's Phase II desegregation plan on the district level and act as advisory groups to district school department personnel. Each council comprises 10 parents and up to 10 representatives of teachers, police, business, labor, the school department administration, universities or community groups. Parents who sit on CDACs are elected from biracial councils of all schools; nonparents are nominated by the Citywide Coordinating Council.

3. Citywide Coordinating Council (CCC)*: Consisting of 42 members and representing a broad cross-section of Boston's communities and ethnic groups, the CCC is charged with overseeing the implementation of the court's desegregation order. The CCC's membership is: 11 blacks, 2 Spanish-speaking, 3 Chinese and 26 whites. Three high school students, elected by their peers on the RESCs, serve on the CCC, in addition to two parents elected from the CPAC. (In 1977, this council was reduced from 42 to 15 members.)

The court will retain jurisdiction for what it considers a reasonable length of time after desegregation to ensure that the school system continues to operate in response to the requirements of the law. So, along with the violent community reaction to desegregation, particularly the busing of black students to predominantly white schools, the court has become and remains an integral part of the governance of education in Boston.

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* The CCC was disbanded by the Federal Court on July 1, 1978. Its duties have been assumed by CPAC.

The Los Angeles Unified School District

In California, a unified school district is one in which both elementary and secondary schools are included. The Los Angeles Unified School District (LAUSD) was created in 1853. The city of Los Angeles covers 463 square miles. The LAUSD is larger, covering 710 square miles which include 10 other independently incorporated cities besides Los Angeles. In student population and land area LAUSD is the second largest school district in the country.

The Los Angeles Unified School District is headed by a seven-member school board which, beginning in 1979, will be elected by districts. The total staff included 35,936 people on March 30, 1978; the student population for the current school year numbers 555,755 (October 10, 1978). The system includes 568 schools and had a budget of $842,165,625 for FY 1978. A reorganization of the district has resulted in the reduction of 12 administrative areas to 10 administrative areas, each headed by an area superintendent (see Charts 1 and 2 for changes in administrative areas).

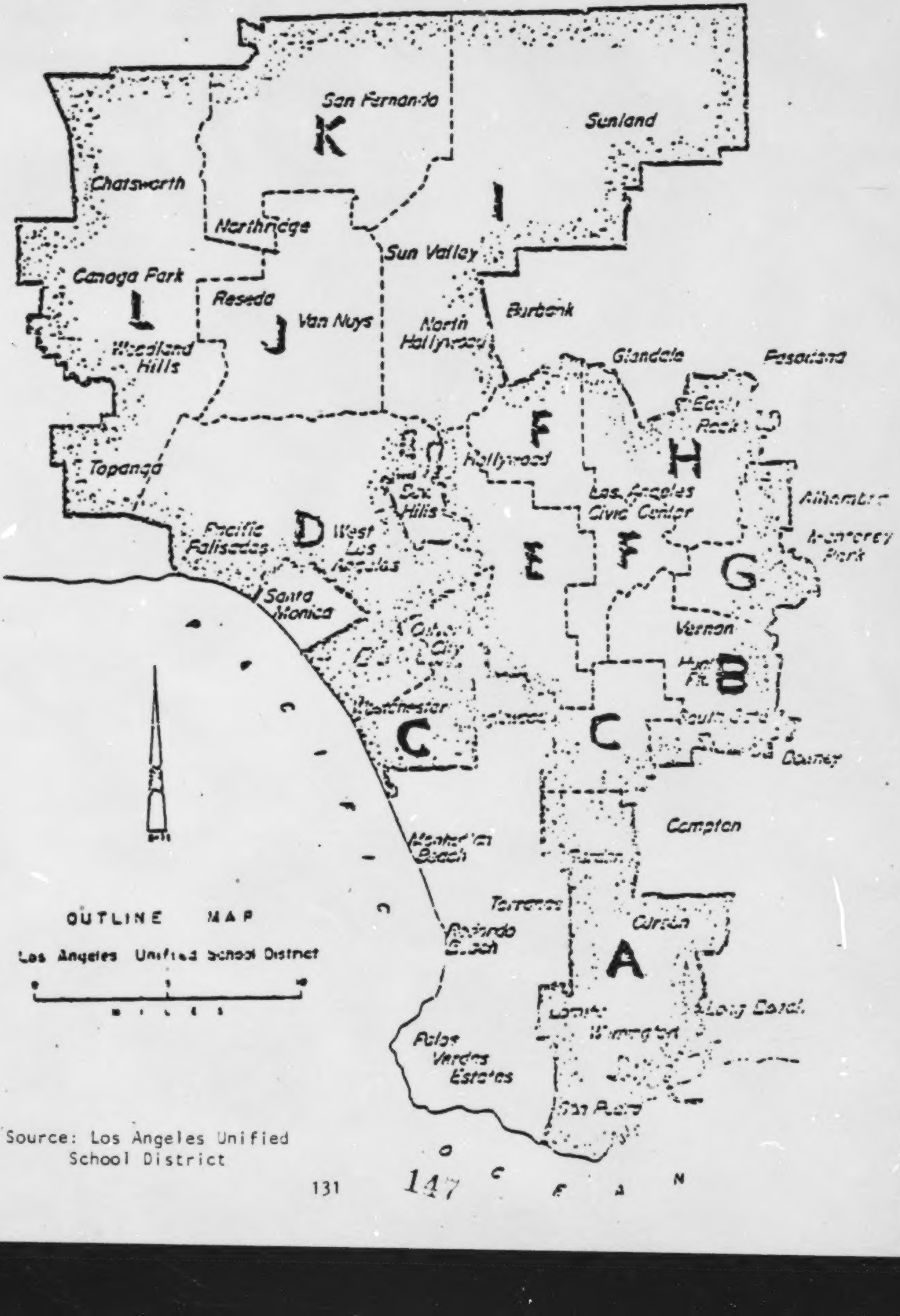
Governance

Members of the board are elected for staggered four-year terms. Since 1903, board members have been elected on an at-large basis, but with the passage of Proposition M in November 1978 future elections will take place on a district basis. Current board members have been assigned to districts determined by lottery.

The board appoints the Superintendent of Schools; Dr. William Johnston now serves in this position. The Los Angeles board is consultative in style. Out of its populist tradition, the board probably uses more citizen advisory councils and ad-hoc committees than any other school system in the country. Regular board meetings are held every Monday. The duties of the superintendent seem to be submerged under a barrage of administrative communications and directives. The superintendent does, however, play a strong role vis-a-vis the board and retains a significant degree of decisionmaking power.

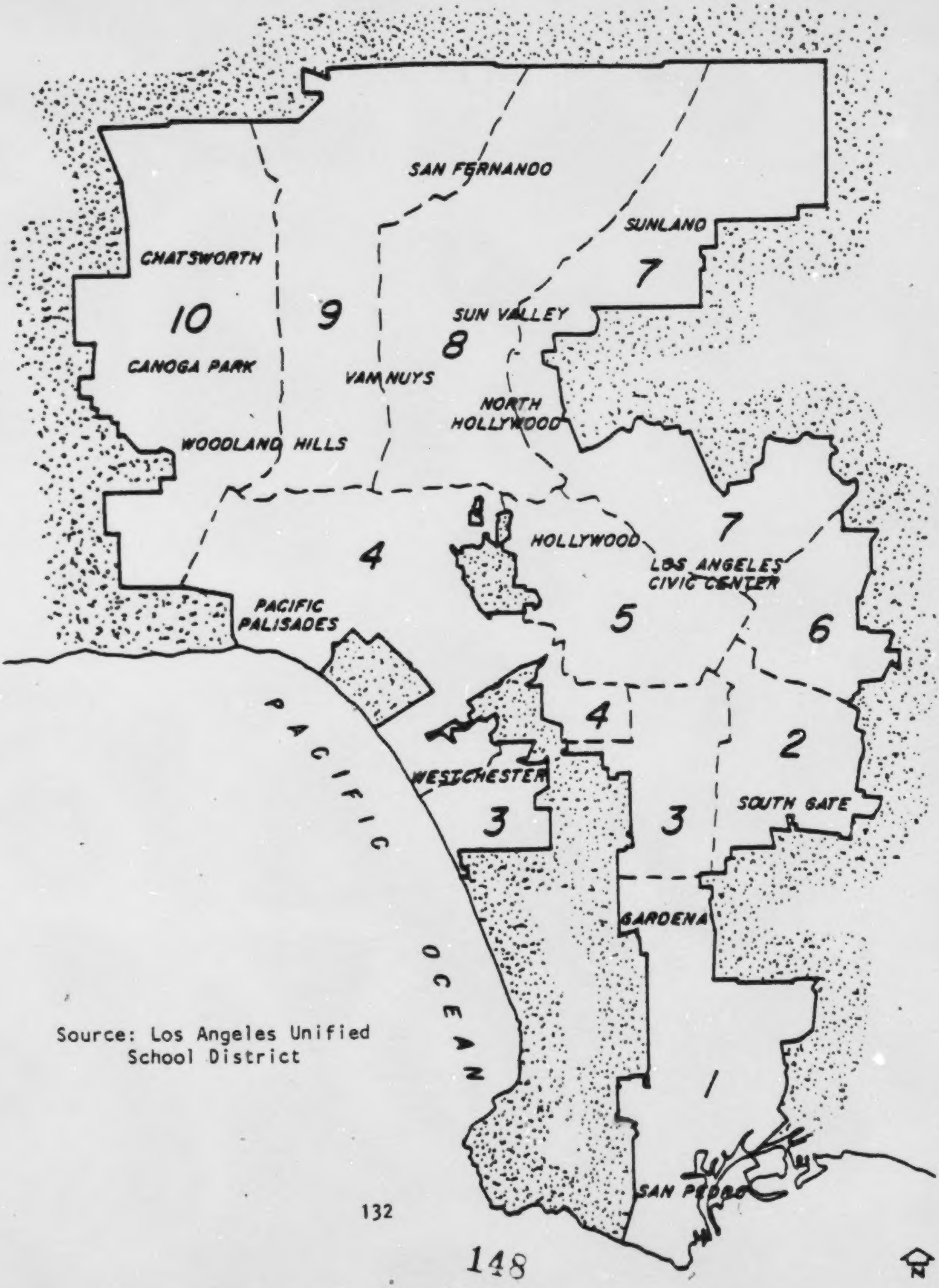
At present the elected board is composed of 3 women and 4 men; the ethnic composition is 1 black, 1 Chicano, 2 Jews and 3 whites (see Table 1).

Chart 1. Los Angeles Unified School District: Former Administrative Areas


San Fernando
K
Sunland
I
Chatsworth
Northridge
Sun Valley
Canoga Park
L
Reseda
J
Van Nuys
North Hollywood
Burbank
Woodland Hills
Glendale
Pasadena
Eagle Rock
F
H
Hollywood
Topanga
Bev. Hills
Los Angeles Civic Center
Alhambra
Pacific Palisades
D
West Los Angeles
E
F
Monterey Park
G
Santa Monica
Culver City
Vernon
Hunt. Pk.
B
Westchester
C
C
South Gate
Downey
Compton
Manhattan Beach
Torrance
Carson
Redondo Beach
A
Lomita
Wilmington
Long Beach
Palos Verdes Estates
San Pedro
OUTLINE MAP
Los Angeles Unified School District
MILES
O C E A N

Source: Los Angeles Unified School District

Chart 2. Los Angeles Unified School District: Current Administrative Areas


SAN FERNANDO
SUNLAND
7
CHATSWORTH
10
9
8
SUN VALLEY
CANOGA PARK
VAN NUYS
NORTH HOLLYWOOD
WOODLAND HILLS
8
7
HOLLYWOOD
4
LOS ANGELES CIVIC CENTER
PACIFIC PALISADES
5
6
4
2
PACIFIC
WESTCHESTER
3
3
SOUTH GATE
GARDENA
OCEAN
1
SAN PEDRO
N

Source: Los Angeles Unified School District

Chart 3. Los Angeles Unified School District Organization Chart

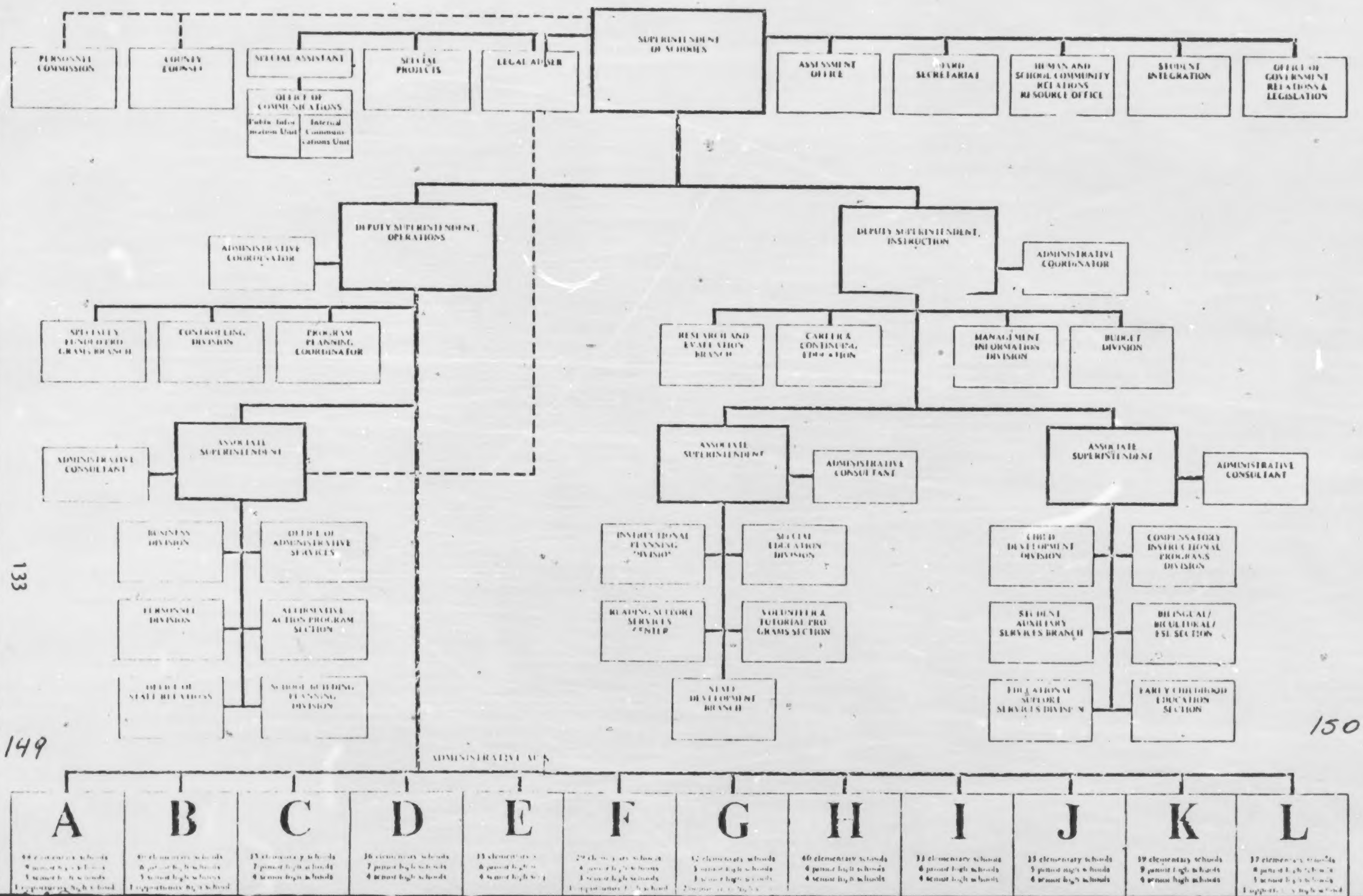
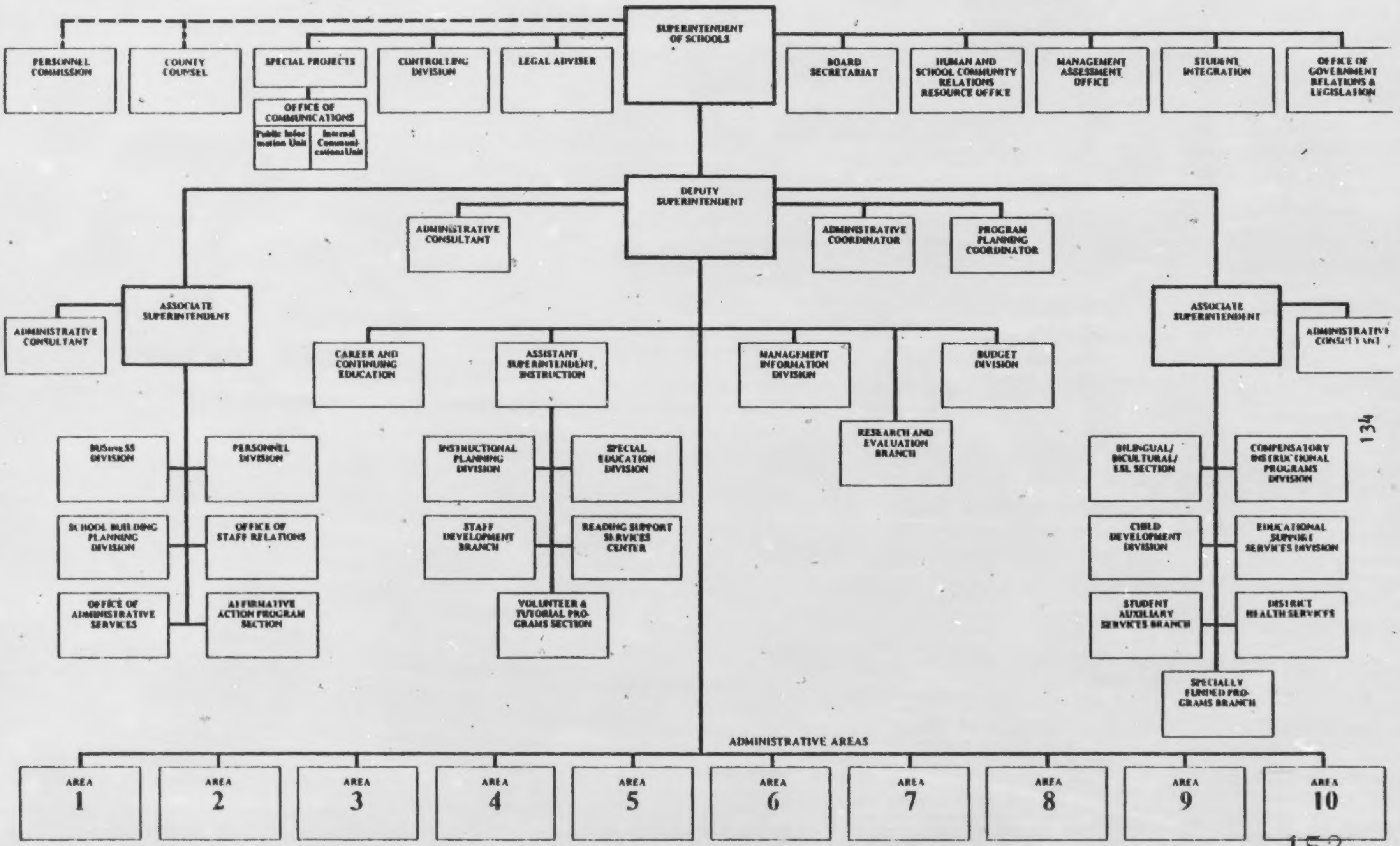

SUPERINTENDENT OF SCHOOLS
PERSONNEL COMMISSION
COUNTY COUNSEL
SPECIAL ASSISTANT
OFFICE OF COMMUNICATIONS
Public Information Unit
Internal Communications Unit
SPECIAL PROJECTS
LEGAL ADVISER
ASSESSMENT OFFICE
BOARD SECRETARIAT
HUMAN AND SCHOOL COMMUNITY RELATIONS RESOURCE OFFICE
STUDENT INTEGRATION
OFFICE OF GOVERNMENT RELATIONS & LEGISLATION
DEPUTY SUPERINTENDENT, OPERATIONS
ADMINISTRATIVE COORDINATOR
SPECIALLY FUNDED PROGRAMS BRANCH
CONTROLLING DIVISION
PROGRAM PLANNING COORDINATOR
ASSOCIATE SUPERINTENDENT
ADMINISTRATIVE CONSULTANT
BUSINESS DIVISION
OFFICE OF ADMINISTRATIVE SERVICES
PERSONNEL DIVISION
AFFIRMATIVE ACTION PROGRAM SECTION
OFFICE OF STAFF RELATIONS
SCHOOL BUILDING PLANNING DIVISION
DEPUTY SUPERINTENDENT, INSTRUCTION
ADMINISTRATIVE COORDINATOR
RESEARCH AND EVALUATION BRANCH
CAREER & CONTINUING EDUCATION
MANAGEMENT INFORMATION DIVISION
BUDGET DIVISION
ASSOCIATE SUPERINTENDENT
ADMINISTRATIVE CONSULTANT
INSTRUCTIONAL PLANNING DIVISION
SPECIAL EDUCATION DIVISION
READING SUPPORT SERVICES CENTER
VOLUNTEER & TUTORIAL PROGRAMS SECTION
STAFF DEVELOPMENT BRANCH
ASSOCIATE SUPERINTENDENT
ADMINISTRATIVE CONSULTANT
CHILD DEVELOPMENT DIVISION
COMPENSATORY INSTRUCTIONAL PROGRAMS DIVISION
STUDENT AUXILIARY SERVICES BRANCH
BILINGUAL/ BICULTURAL/ ESL SECTION
EDUCATIONAL SUPPORT SERVICES DIVISION
EARLY CHILDHOOD EDUCATION SECTION
ADMINISTRATIVE AREAS
A
B
C
D
E
F
G
H
I
J
K
L

Chart 4. Los Angeles Unified School District: Current Organization Chart


SUPERINTENDENT OF SCHOOLS
PERSONNEL COMMISSION
COUNTY COUNSEL
SPECIAL PROJECTS
OFFICE OF COMMUNICATIONS
Public Information Unit
Internal Communications Unit
CONTROLLING DIVISION
LEGAL ADVISER
BOARD SECRETARIAT
HUMAN AND SCHOOL COMMUNITY RELATIONS RESOURCE OFFICE
MANAGEMENT ASSESSMENT OFFICE
STUDENT INTEGRATION
OFFICE OF GOVERNMENT RELATIONS & LEGISLATION
DEPUTY SUPERINTENDENT
ADMINISTRATIVE CONSULTANT
ADMINISTRATIVE COORDINATOR
PROGRAM PLANNING COORDINATOR
ASSOCIATE SUPERINTENDENT
ADMINISTRATIVE CONSULTANT
BUSINESS DIVISION
PERSONNEL DIVISION
SCHOOL BUILDING PLANNING DIVISION
OFFICE OF STAFF RELATIONS
OFFICE OF ADMINISTRATIVE SERVICES
AFFIRMATIVE ACTION PROGRAM SECTION
CAREER AND CONTINUING EDUCATION
ASSISTANT SUPERINTENDENT, INSTRUCTION
INSTRUCTIONAL PLANNING DIVISION
SPECIAL EDUCATION DIVISION
STAFF DEVELOPMENT BRANCH
READING SUPPORT SERVICES CENTER
VOLUNTEER & TUTORIAL PROGRAMS SECTION
MANAGEMENT INFORMATION DIVISION
RESEARCH AND EVALUATION BRANCH
BUDGET DIVISION
ASSOCIATE SUPERINTENDENT
ADMINISTRATIVE CONSULTANT
BILINGUAL/BICULTURAL/ESL SECTION
COMPENSATORY INSTRUCTIONAL PROGRAMS DIVISION
CHILD DEVELOPMENT DIVISION
EDUCATIONAL SUPPORT SERVICES DIVISION
STUDENT AUXILIARY SERVICES BRANCH
DISTRICT HEALTH SERVICES
SPECIALLY FUNDED PROGRAMS BRANCH
ADMINISTRATIVE AREAS
AREA 1
AREA 2
AREA 3
AREA 4
AREA 5
AREA 6
AREA 7
AREA 8
AREA 9
AREA 10

Internal Communications [illegible] Unit, Office [illegible]

Table 1. The Los Angeles Unified School District School Board: 1969-1978

				Sex	
Year	Post	Sex	Ethnic Background	Male	Female
1969-70				6	1
	1	M	Anglo		
	2	M	Jewish American		
	3	M	Chicano		
	4	M	Anglo		
	5	F	Anglo		
	6	M	Anglo		
	7	M	Anglo		
1971-72				6	1
	1	M	Anglo		
	2	M	Jewish American		
	3	M	Chicano		
	4	M	Anglo		
	5	F	Anglo		
	6	M	Anglo		
	7	M	Anglo		
1973-74				6	1
	1	M	Anglo		
	2	M	Jewish American		
	3	M	Chicano		
	4	M	Anglo		
	5	F	Anglo		
	6	M	Anglo		
	7	M	Anglo		
1975-76				5	2
	1	F	Anglo		
	2	M	Jewish American		
	3	M	Chicano		
	4	M	Anglo		
	5	F	Black		
	6	M	Anglo		
	7	M	Anglo		
1977-78				4	3
	1	F	Anglo		
	2	M	Jewish American		
	3	M	Chicano		
	4	F	Jewish American		
	5	F	Black		
	6	M	Anglo		
	7	M	Anglo		

The Chicano member of the board, Dr. Julian Nava, elected in 1967, is the first Chicano to sit on the LAUSD board. His present term expires in 1979 and he has indicated that he will retire at that time. Diane Watson, the only current black board member (the second in its history), was elected to the State Senate in 1978, leaving a vacancy on the board. The 6 remaining board members have been unable to fill her position; in a December 21, 1978 meeting the board voted 210 times, each vote resulting in a 3-3 deadlock.* Of the 7 board positions, 4 are up for re-election in Spring 1979.

The LAUSD Committee of the Whole (COW) and regular board meetings are held every Monday. The COW meeting usually starts at 4 p.m. and is followed by the regular board meetings. COW meetings are designed to process recommendations, proposals, resolutions, etc., from the eight standing committees: Buildings, Business Operations, Careers and Continuing Education, Community Affairs, Educational Development, Personnel and Schools, Student Life, and, the Committee of the Whole. Board members raise additional issues for consideration at the COW meetings. All items that are processed at COW meetings are tabled and numbered for consideration at the regular board meeting the following week, either as "on the consent calendar" or "off the consent calendar." Items on the consent calendar are considered "routine" and the entire calendar is usually passed in one vote. Off-consent-calendar items are discussed during the regular meeting the week after they are processed at COW meetings in expectation of questions, controversy or conflict.

In order for a member of the public to speak or make presentations to the board, the individual must request that his or her name be placed on the speakers' list. The organization that the individual represents and the issues to be addressed must also be stated in the request. This is most often done over the phone until 10 a.m. the day of the meeting. A three-minute time limit is imposed by the board on each speaker, no matter how many issues he or she might wish to address. Presentations at board meetings often result in a matter being referred to appropriate staff or committee.

The State Role

The State education system is headed by a ten-member, four-year-term lay board, appointed by the governor with the approval of two-thirds of the Senate. The board, through its Department of Education and with the involvement of the State Legislature and local educational agencies, sets educational policies and monitors all elementary-secondary education in the State. The department currently has a staff of about 2,600 and a budget of about $65 million. The department is responsible for the disbursement of nearly $2.5 billion in funds, materials and supplies to local education agencies.

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* This position was filled in late January 1979.

The California State Department of Education (see Chart 6) is headed by a State Superintendent of Schools elected by the people of the State in a nonpartisan election every four years. The current State Superintendent is Wilson Riles. "Under the leadership of Wilson Riles and with the ideological support of the governor, the State Department of Education plays an aggressive and increasingly powerful role in the State" (Tasks II and III Research Design). The superintendent is both executive officer of the board and the operating head of the Department of Education. The ambiguity of leadership inherent in this arrangement caused confusion and conflict in the system in past years and continues to be a problem on several levels.

The State Legislature, long involved in public education, also plays an important role, especially with the recent passage of Proposition 13. The proposed solutions to the problems of financing public education forced on the State by the amendment has had far-reaching effects on school politics.

Finance

The LAUSD had a final budget of $1,535,018,914 for the 1978-79 school year. The LAUSD depended upon the District-levied property tax for only about one-half of its revenues prior to passage of Proposition 13. Table 2 shows the composition of District revenues for the ten years prior to Proposition 13. An approximately even division between District-generated property taxes and State and Federal funds was first achieved in 1973-74.

Throughout the period, the State has been the District's most important external financier, providing about 30 percent of total LAUSD revenues each year. Total revenues rose by 175 percent over the ten years from an annual total of $498.4 million to $1.37 billion. The State has increased its contribution at about the same rate as the growth in total LAUSD revenues.

Standard formula aid to school districts has been a feature in the State budget for many decades. However, in 1972 the Legislature enacted its first response to the invalidation of property-value-based differentials in education finance that was handed down by a State court ruling in the case of Serrano v. Priest. This law, known as SB 90, increased the guaranteed level of support that districts received through the Average Daily Attendance (ADA) allowance, provided an automatic inflation adjustment factor and replaced the tax-rate limitation system with a system of limits on total revenues and compensatory subsidies in order to equalize per-pupil expenditures in districts across the State. The law also initiated a special program for Educationally Disadvantaged Youth that provided special help for districts with high rates of poverty, bilingualism, and pupil transiency, as well as a new program (Early Childhood Education) to restructure education in grades K-3.

The overall effect of Proposition 13 was to remove, about three weeks before the start of the fiscal year, approximately $7 billion

Table 2. Sources of All* LAUSD Income, 1968/9-1977/8

	1968/9 $	%	1969/70 $	%	1970/1 $	%	1971/2 $	%	1972/3 $	%
Federal	32,678,182	6.6	30,945,546	5.4	40,541,061	6.7	55,892,298	8.5	93,667,834	11.2
State	157,517,453	31.6	181,037,898	31.7	184,631,418	30.7	193,232,350	29.3	212,051,995	25.5
District Taxes	299,211,902	60.0	347,750,011	60.8	364,039,846	60.5	398,784,064	60.6	470,123,713	56.5
Other Local**	8,969,225	1.8	12,004,337	2.1	12,297,899	2.1	10,540,372	1.6	56,886,621	6.8
TOTAL	498,376,762 (1)	100.0	571,737,792	100.0	601,510,224	100.0	658,449,084	100.0	832,730,165 (2)	100.0

	1973/4 $	%	1974/5 $	%	1975/6 $	%	1976/7 $	%	1977/8 $	%
Federal	86,415,651	9.6	112,416,513	10.4	118,104,782	10.1	119,420,954	9.7	145,327,740	10.6
State	302,326,768	33.5	362,745,316	33.6	410,559,743	35.0	399,645,621	32.4	445,308,154	32.6
District Taxes	459,223,176	51.0	526,062,456	48.6	555,979,822	47.5	633,732,510	51.4	691,657,981	50.5
Other Local	53,201,361	5.9	79,960,936	7.4	86,378,698	7.4	80,449,586	6.5	86,019,322	6.3
TOTAL	901,166,956	100.0	1,081,185,221	100.0	1,171,023,045	100.0	1,233,248,671	100.0	1,368,313,697 (3)	100.0

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* This table reports not only General Fund revenues but also the nine special funds for which the district also received/receives income. These are the Retirement Tax Fund, the Building Fund, the State School Building Fund, the Fire Loss Fund, the Cafeteria Fund, the Child Development Fund, the Development Center for Handicapped Minors Fund, the Annuity Reserve Fund and the Bond Interest and Redemption Func.

** "Other Local" income includes: a) County income which primarily consists of In-Lieu Taxes, b) Other income which primarily consists of investments and interest on deposits and investments, food service sales (since 1972/73), meals for needy pupils funds (since 1972/3), sale of property and special one-time local income (e.g., $10.3 million in 1975-76 for settlement of airport noise abatement suit), and (c) Incoming Transfers which primarily consists of tuition for institutionalized and nonimmegrant pupils, pupils from other districts, and transfers from funds.

[1] Total income excludes $69,500,000 from Sale of Bonds.

[2] Total income excludes $142,049,846 from Dissolution of the District Retirement Fund.

[3] Total income and Annuity Reserve Fund excludes $274,277; see page 51 of LAUSD Controller's Report for 1977-78.

Source: LAUSD Controller's Annual Financial Reports, 1968/9 - 1977/8 of the $12 billion in property tax revenues that was projected to flow into the hands of local authorities in California in FY 1978-79. Further, the proposition assigned the responsibility for allocating the remaining property tax proceeds to the State, rather than to any local point of decision. The State Legislature passed two new laws, SB 154 (the "bail-out bill") and SB 2212 (the "cleanup bill"), which reduced the great fiscal burden put upon the LAUSD. The District had expected State funds prior to Proposition 13 and will actually receive 67.1 percent of its general funds from the State.

Table 3 shows a comparison of the 1977-78 budgeted allocations for the regular funds portion of the general fund to the 1978-79 expenditure patterns. The principal beneficiary of reduced expenditure pressure was the general budget for K-12 instruction, which rose by 9.4 percent despite the absence of salary increases. This gave the LAUSD the capacity to hire 731 more teachers than had been budgeted in the previous year. Spending for special education programs was increased by 29.9 percent. Expenditures of current-year funds for summer school, adult education, occupational centers, community centers, meals for needy pupils, and special purpose taxes were reduced by 31.1 percent.

Student Enrollment

The enrollment of the LAUSD has been decreasing about 1 to 2 percent over the past decade, as shown below:

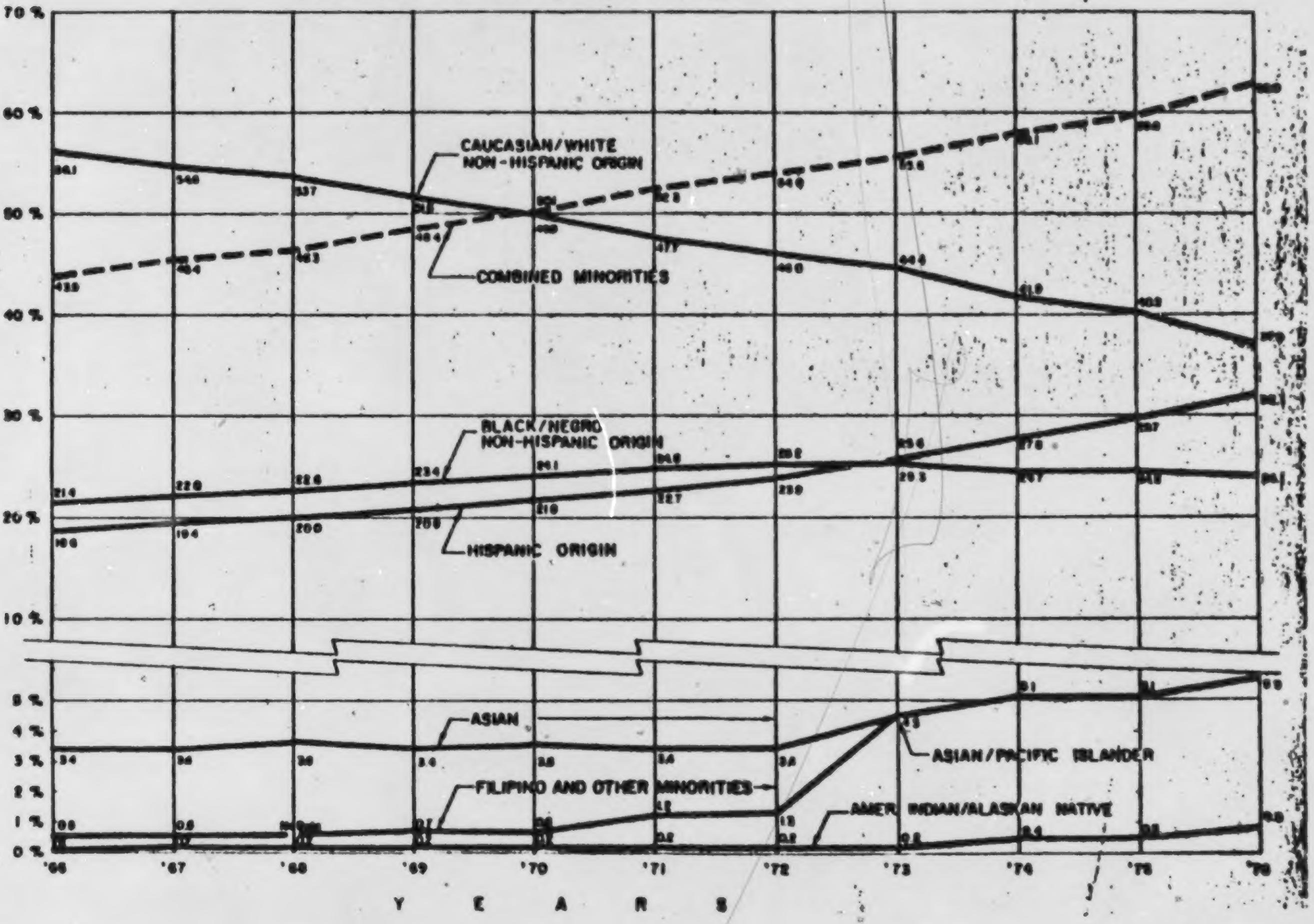
Year	Enrollment	Percent Decrease
1969	650,324	
1970	638,277	1.9
1971	629,144	1.4
1972	615,673	2.1
1973	607,107	1.4
1974	598,314	1.4

The total enrollment in fall 1978 was 555,755, compared to 583,791 during fall 1977. This is a decrease of 4.8 percent; the busing of students this year in an attempt to integrate the schools may be part of the reason why the decrease was greater than usual.

A June 1975 report on education in Los Angeles by the Community Analysis Bureau identified three noticeable trends in the LAUSD. The first is the decreasing enrollment of non-Spanish whites in the district (this point is illustrated by the graph on the following page); second, there is more minority enrollment dispersion throughout the district; and, third, a gradual decline in reading scores in the majority of Los Angeles elementary schools is evident. Even more recent data show that Hispanics are the major ethnic group and that the gap between the percentage of whites and blacks is narrowing, as shown in Table 4, below.

Graph 1. Percentage of Racial and Ethnic Change
LAUSD (Excluding Adults) 1966 - 1976

Graph 1. - - - PERCENTAGE OF RACIAL AND ETHNIC CHANGE
L. A. U. S. D. (Excluding Adults) 1966 - 76 *



Source: Racial and Ethnic Survey: Fall 1976, LAUSD

Table 3. The Impact of Proposition 13 on LAUSD General Fund (Regular Funds) Expenditures

	1977-1978		1978-1979		Increase/(Decrease)	
Program	Amount	Percent	Amount	Percent	Amount	Percent
K-12						
Schools						
General Program	$ 569.3	50.1%	$527.3	44.1%	($42.0)	(7.4%)
Educational Improvement Package	--	--	34.2	2.9	34.2	100.0
Desegregation	31.7	2.8	82.8	6.9	51.1	161.2
Subtotal	601.0	52.9	644.3	53.9	43.3	8.9
Support						
General Program	300.8	26.5	341.3	28.5	40.5	13.5
Desegregation	4.9	.4	6.3	.5	1.4	28.6
Subtotal	305.7	26.9	347.6	29.0	41.9	13.7
Subtotal K-12 Schools	906.7	79.8	991.9	82.9	85.2	9.4
Special Education						
Schools	56.9	5.0	71.3	6.0	14.4	25.3
Support	19.1	1.7	27.4	2.3	8.3	43.5
Subtotal Special Ed.	76.0	6.7	98.7	8.3	22.7	29.9
Subtotal Day Schools and Special Education	982.7	86.5	1090.6	91.2	107.9	11.0
Other Programs						
Summer School	25.6	2.3	1.8	.2	(23.8)	(93.0)
Adult Education	39.9	3.5	38.5	3.2	(1.4)	(3.5)
Occupational Ctrs.	17.4	1.6	15.8	1.3	(1.6)	(9.2)
Community Services	17.2	1.5	13.7	1.1	(3.5)	(20.3)
Meals for Needy Pupils	10.3	.9	6.8	.6	(3.5)	(34.0)
*Special Purpose Tax	42.5	3.7	28.8	2.4	(13.7)	(28.8)
Subtotal Other Progs.	152.9	13.5	105.4	8.8	(47.5)	(31.1)
TOTAL REGULAR FUNDS	$1135.6	100.0%	$1196.0	100.0%	$60.4	5.3%

* Reflects only remaining 1977-78 funds for Public School Building Apportionment and State School Building Apportionment.

Source: Report of Dr. Bernard Gifford, updated via 1978-1979 Final Budget, LAUSD, September 5, 1978.

Table 4. Recent Ethnic Distribution

Racial/Ethnic Group	Fall 1977 Students K-12/Percent	Fall 1978 Students K-12/Percent
Anglo	196,364/33.6	165,361/29.8
Hispanic	203,703/34.9	214,032/38.5
Black	143,583/24.6	137,363/24.7
Asian	35,923/ 6.2	35,610/ 6.4
Indian	4,218/ 0.7	3,387 0.6
Total	583,791/100%	555,755/100%

Source: Los Angeles Times, 24 October 1978.

The Community Analysis Bureau's report states "it is important to remember that inner-city schools still have 95-100 percent minority enrollment."

Staff

The racial/ethnic composition of the LAUSD certified and classified staff is very different from that of the student population. The total staff decreased by 14.2 percent over the 2½ year period from fall 1976 to March 1978.

Table 5 shows that although the number of staff has declined, little change has occurred in its racial/ethnic compostion.

Table 5. LAUSD: Certified and Classified Staff

Racial/Ethnic	March 1978 Staff/Percent	Fall 1978 Staff/Percent
White	21,459/ 60	24,235/ 57.9
Black	8,586/ 24	9,529/ 22.8
Hispanic	3,324/ 9	5,260/ 12.9
Asian	2,262/ 6	2,456/ 5.9
Indian	305/ 1	390/ 0.9
Total	35,936/100	41,870/100

Source:

While Hispanics have become the largest ethnic group in the student population of the LAUSD, their representation on the LAUSD staff has decreased. A report by the Affirmative Action Committee on the administrative personnel of the LAUSD shows that the dominance of whites increases in higher paying positions, as shown in Table 6.

Table 6. Percentage of Ethnic Representation in LAUSD Administrators
1975 School Year

	Native American	Black	Asian American	Spanish Surname	Other White	Total
LEVEL V $35,000+	0	17.3	0	9.6	73.1	100
LEVEL IV $30-34,999	0.3	18.4	2.2	9.3	69.8	100
LEVEL III $25-29,999	0.3	10.5	1.8	5.3	82.1	100
LEVEL II $20-24,999	0.2	21.2	2.1	6.3	70.2	100
LEVEL I $20,000-	0	14.9	2.1	6.4	76.6	100

Source: Los Angeles Unified School District Affirmative Action Committee, Statistical Report of Administrative Personnel

1978 in Review

The beginning of the 1978-79 school year saw the buses roll for the first time as a result of a suit filed a decade ago that argued for the integration of the Los Angeles school student bodies. The plan, supervised by Superior Court Judge Paul Egly, was vigorously opposed by many Los Angeles politicians, some of whom went as far as the U.S. Supreme Court in last minute efforts to halt the buses.

The integration program caused a sharp decline in student attendance in the West San Fernando Valley. Late in the year, a panel of experts recommended to Judge Egly that the integration program be expanded to other school districts in what is known as a metropolitan integration program. Also, at the year's end Egly gave the school board until late February 1979 to come up with a method of expanding the integration plan to other grades.

Proposition 13 was passed overwhelmingly by voters at the June primary and placed limits on the authority of school boards and other local governmental agencies; it also placed new power in the hands of the governor and State Legislature. The proposition, sponsored by Howard Jarvis and Paul Gann, dramatically reduced property taxes, while imposing severe limits on the revenue-raising authority of local governmental agencies. In the aftermath of Proposition 13, the Legislature and Governor Brown froze the pay of more than a million California public employees. The action was taken in the so-called bailout bill which apportioned the State surplus to school districts, cities and counties. Much of the effect of Proposition 13 has yet to be seen. The closing of summer school was one immediate effect. Greater fiscal austerity and larger State control over the LAUSD are likely future results of Proposition 13.

United Teachers of Los Angeles' (UTLA) first collective bargaining contract with the school district was ratified by members in October 1978 by a 95 percent "yes" vote after nearly a year of long, drawn-out negotiations. The contract contained a class size reduction program in grades 4 through 8 and binding arbitration of grievances, as well as a vision care program and improvements in existing life insurance and dental benefits programs for bargaining unit members. The reinstatement of corporal punishment was also achieved. This drew heavy attacks on UTLA and the school board from the American Civil Liberties Union and from other groups, including parents.

Chart 5. LAUSD Board of Education Electoral Districts

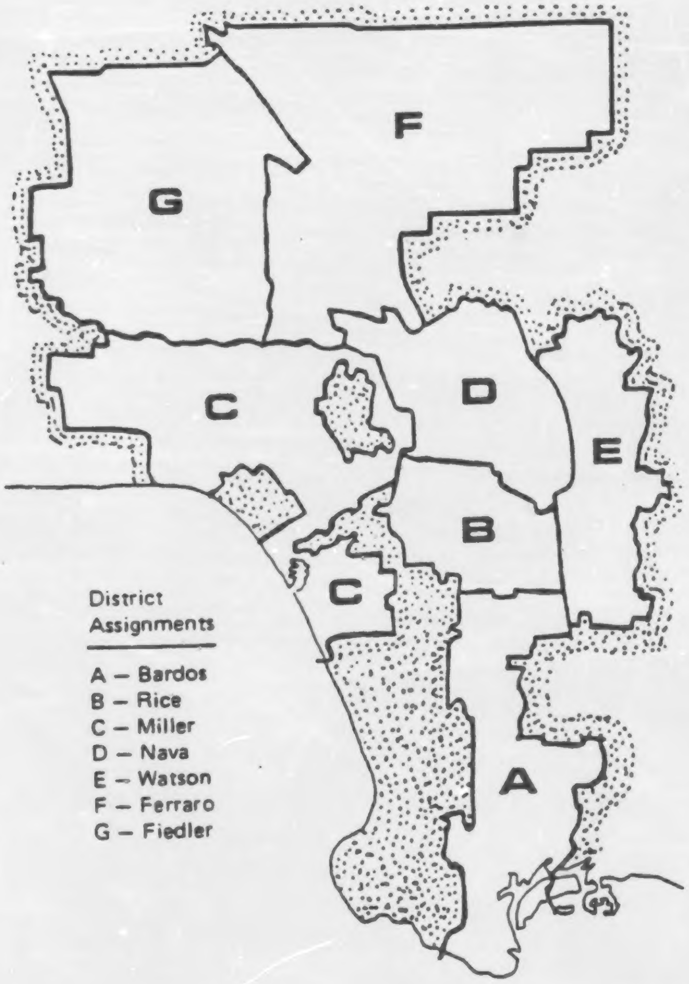
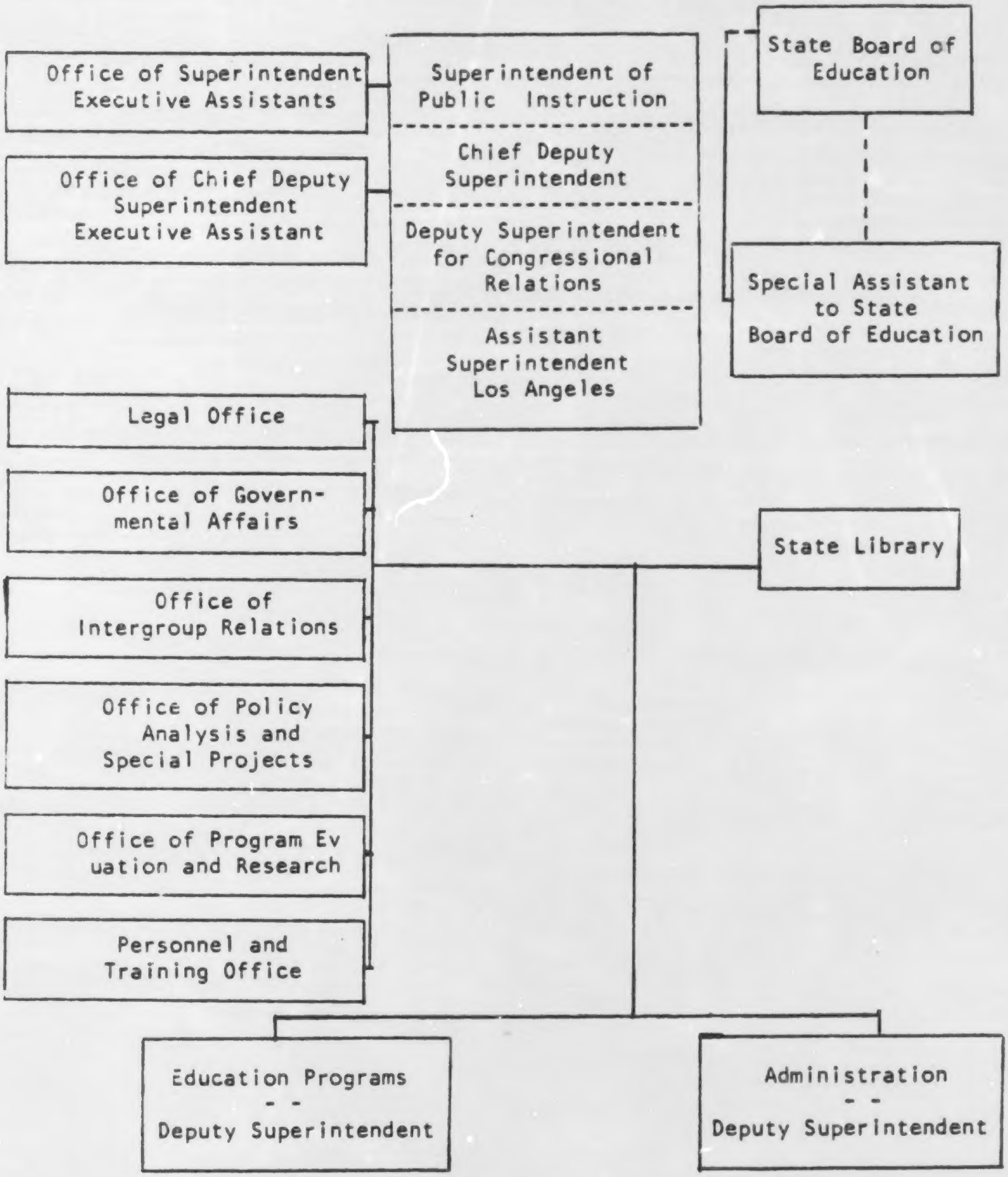

F
G
C
D
E
B
C
A
District Assignments
A – Bardos
B – Rice
C – Miller
D – Nava
E – Watson
F – Ferraro
G – Fiedler

Chart 6. California State Department of Education: Organization


Office of Superintendent Executive Assistants
Superintendent of Public Instruction
Chief Deputy Superintendent
Deputy Superintendent for Congressional Relations
Assistant Superintendent Los Angeles
State Board of Education
Office of Chief Deputy Superintendent Executive Assistant
Special Assistant to State Board of Education
Legal Office
Office of Governmental Affairs
State Library
Office of Intergroup Relations
Office of Policy Analysis and Special Projects
Office of Program Evuation and Research
Personnel and Training Office
Education Programs - - Deputy Superintendent
Administration - - Deputy Superintendent

COMPARATIVE STATISTICS:

APPENDIX B

Table 1. Comparative Data: Atlanta, Boston, and Los Angeles School System Boards

	Atlanta	Boston	Los Angeles
School Board			
- Number on Board	9	5	7
- Method of Selection	6 elected by district, 3 elected at large	at large	by district (staggered terms)
- Term of Office	4 years	2 years	4 years
- Ethnosexual Composition	5 black/4 white 6 men/3 women	4 white/1 black 4 men/1 woman	1 black, 1 Chicano, 2 Jews, 3 Anglos, 4 men/3 women
- Board Members Compensated	Yes	No	Yes
Superintendent Selected By:	board	board	board
Number of Students	83,797 (6/5/78)	73,500 (77-78 school year)	555,755 (10/10/78)
Ethnic Breakdown of Students	89% black 11% white (1977)	49% white 39% black 9% Hispanic 3% Asian + American Indian (1975)	39% Hispanic 30% Anglo 25% black 7% Asian + American Indian (Fall 1978)

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Table 1. (Con't.) Comparative Data: Atlanta, Boston, and Los Angeles School System

	Atlanta	Boston	Los Angeles
Number of Employees	3,434 (Teaching staff 1977)	8,010 (4/30/76)	35,936 (3/30/78)
Ethnic Breakdown of Staff	78% black 22% white	85% white 13% black 2% Hispanic + Asian	60% white 24% black 9% Hispanic 7% Asian + American Indian
Number of Districts	6 districts 4 administrative areas	9 districts	10 administrative areas
Number of Schools	130	149	568
Operating Budget	$113,935,636 (FY 1978)	$175,000,000 (78-79 school year)	$842,165,625 (FY 1978)

Table 2. 1972 Ethnic/Racial Composition, Atlanta, Boston, and Los Angeles School System Enrollments

PUPILS

		American Indian	Black	Oriental	Spanish American	Minority Total	Others	Total
Atlanta	Total	6	73,985	60	272	74,323	21,683	96,006
	%	0.0	77.1	0.1	0.3	77.4	22.6	100.0
Boston	Total	97	31,728	1,871	5,138	38,834	57,405	96,239
	%	0.1	33.0	1.9	5.3	40.4	59.6	100.0
Los Angeles	Total	1,347	156,680	21,220	148,109	327,356	293,303	620,659
	%	0.2	25.2	3.4	23.9	52.7	47.3	100.0

FULL TIME TEACHERS

		American Indian	Black	Oriental	Spanish American	Other	Total
Atlanta	Total	0	2,477	2	3	1,506	3,988
	%	0.0	62.1	.1	.1	37.8	100.0
Boston	Total	1	356	18	34	4,534	4,943
	%	0.0	7.2	0.4	0.7	91.7	100.0
Los Angeles	Total	25	3,382	1,173	660	18,078	23,318
	%	0.0	14.5	5.0	2.8	77.5	100.0

Source: Fall 1972 - Directory of Public Elementary and Secondary Schools in Selected
Districts Enrollment and Staff by Racial/Ethnic Group
US DHEW/Office for Civil Rights

Table 3. Estimated Receipts for Public Elementary and Secondary Education, Boston and Los Angeles, 1976-77

	Total Receipts	Revenue Receipts by Source (in 000's)				% of Revenue Receipt by Source			Non-revenue Receipts (in thousands)
		Total	Federal	State	Local	Federal	State	Local	
Boston	284,197	227,145	13,335	75,938	137,782	5.9	33.4	60.7	57,052
LA	1,163,180	1,163,135	108,137	328,273	726,725	9.3	28.2	62.5	45

Source: Statistics of Public Elementary and Secondary Day Schools, Fall 1976, Betty J. Foster and Jude M. Carpenter, National Center for Educational Statistics, Washington, D.C. 1978.

Table 4. Current Expenditures per Pupil in Average Daily Membership in Boston, Atlanta, and Los Angeles School District by Account, for 1972-73

	Boston Amount/Percent or	Atlanta Amount/Percent or	Los Angeles Amount/Percent or
Average daily membership	93,609.00	96,251.00	682,019.00
Total	1,336.08	995.95	951.21
Administration	41.00/ 3.1	56.95/ 5.7	29.27/(3.1)
Instruction	1,007.66/(75.4)	672.71/(67.5)	683.90/(71.9)
Attendance & health services	25.53/ 1.9	4.50/ 0.5	10.05/(1.1)
Pupil transportation services	13.20/ 1.0	2.82/ 0.3	13.40/(1.4)
Plant operation and maintenance	123.32/ 9.2	176.46/(17.7)	106.01/(11.1)
Fixed charges	125.37/ 9.4	82.01/ 8.2	108.58/(11.4)

Source: Statistics of Local Public School Systems, Finance, 1972-73.
Warren A. Hughes, Sr., National Center for Educational Statistics,
U. S. Government Printing Office, Washington, 1976

Percentage
Increase/Decrease

Table 5. Beginning Balances, Receipts, and Incoming Transfers, with Source of Revenue Receipts, for Boston, Atlanta, and Los Angeles, FY 1973

			Boston	Atlanta	Los Angeles
		Total beginning balances, receipts, and transfers	$176,587,978	$174,508,186	$900,364.639
		Beginning balances	3,654,830	11,050,611	121,585,760
Revenue Receipts		Total	172,756,111	109,824,457	756,688,257
	local sources	Total	115,586,386	68,147,879	491,621,456
		Taxation & approrpriations	112,539,366	65,147,879	468,565,754
		Fees	5,063	13,759	1,250,062
		Other local	3,041,957	2,802,862	21,805,640
		From intermediate sources	-0-	-0-	2,411,620
		State Sources	45,430,870	30,858,049	187,387,097
		Federal Sources	11,738,855	10,818,529	84,268,084
		Nonrevenue receipts	-0-	52,951,758	12,913,016
		Incoming Transfers	177,037	681,360	177,606

Source: Statistics of Local Public School Systems, Finance, 1972-73, by Warren A. Hughes, Sr. National Center for Education Statistics. U.S. Government Printing Office, Washington, D.C., 1976

Table 6. Current Expenditures by Account and Expenditures Allocable to Pupil Costs for Boston, Atlanta, and Los Angeles School Districts, 1972-1973

	Boston	Atlanta	Los Angeles
Total current expenditures	$ 133,629,677	$ 121,280,457	$ 710,328,873
Total	125,069,044	95,813,418	648,744,268
Administrative	3,838,386	5,481,117	19,965,273
Total	94,326,199	64,749,409	466,430,302
Salaries of teachers	61,455,680	49,801,628	404,595,365
Salaries of other instructional staff	15,907,269	8,800,637	42,972,973
Other expenses	16,963,250	6,147,144	18,861,964
Attendance & health services	2,389,955	432,965	6,854,697
Pupil transportation services	1,235,425	271,532	9,138,296
Plant operations & maintenance	11,543,528	16,984,885	72,300,810
Fixed charges	11,735,551	7,893,510	74,054,790
All other current expenditures	8,560,633	25,467,039	61,584,605

Source: Statistics of Local Public School Systems, finance, 1972-73. Warren A. Hughes, Sr. National Center for Education Statistics. U.S. Government Printing Office, Washington, D.C. 1976

APPENDIX C

COMMUNITY ORGANIZATION PROFILES

The organization profiles which follow are based on three sources of information: organization documents, organization histories prepared by the site researchers, and the organization meeting notes. The organization documents, collected at the beginning of the field research, included materials such as bylaws, goal statements, and the minutes of past meetings. Additionally, each researcher was asked to prepare a history of his or her organization which identified those elements in the organization which the researcher perceived as most important in examining the organization's activities. Finally, the organization meeting observations provided an extensive amount of material on the current activities of the organization as well as the characteristics of the leaders and members. Using these three data sources, the profile of each organization reflects that organization's activities during the period of the study.

One additional point should be noted. The profiles generally suggest goals of organizational activity described in the sources. These descriptions differ in focus from the analysis in the research report itself; this is focused on organizational practice and effectiveness.

ORGANIZATION PROFILES

BRAVES

History

This self-initiated organization came into being in summer 1967, beginning as an outgrowth of the Episcopal Church. Based in a group of low-income black neighborhoods, it serves as a neighborhood center where local community groups meet. In addition, it sponsors its own neighborhood-related programs, focusing on: welfare rights, health issues, tenants' rights, educational issues, prison reform, and political action clubs.

The organization has built its reputation on comparatively militant opposition to the status quo through demonstrations and confrontations with much of the city's leadership. Its involvement with educational issues has led the organization to file a suit to desegregate the schools in the five counties that make up and surround the city of Atlanta (results still pending). Of the 16 organizations in the study, this organization is the only one that uses confrontation/demonstration as a regular part of its strategies.

Geographic Scope

The original location of the headquarters of the Braves was, and still remains, in the community of Peoplestown. Much of the work done by the organization in housing and combatting the destruction of communities by MARTA (Metro Atlanta Rapid Transit Authority) construction has been centered in this community. It is important to note, however, that both the leadership and membership of the Braves considers the organization an advocate of the poor throughout the city. The organization will work with any group or individual whose needs or objectives conform to the goals of the organization.

Membership

The organization's membership can be defined in several ways. First, the clients it serves--the programs offered serve the Peoplestown neighborhood; individuals receive services on the basis of their needs. Persons from outside Peoplestown can also receive services from the organization.

Second, the organization serves as a meeting place for a number of other community and citywide groups concerned with the organization's primary interests. These groups have their own membership, drawn from all over the city. In fact, the entire population could be considered as within the organization's constituency; and all participating groups might be considered part of the organization's membership.

Third, in a very narrow sense, the organization's staff might be considered its formal membership: these individuals not only maintain the organization; they are involved with the organization's major concerns.

Leadership

The leadership of the Braves has remained stable; the original director still serves. Those members of the leadership that were interviewed all played a part in the setting up of the organization. All leadership positions with the exception of board members, are appointed by the board and the organization's director. They make up the chairpersons of the organization's standing committees.

The long-term involvement of the leadership, averaging four years or more, has made them highly visible. The director has been involved with (and led) several citywide demonstrations which have involved the organization, other organizations, and individuals. This active role of the leadership has increased the organization's status throughout the city.

Structure

The structure of the organization consists of a governing board, a program director and several standing committees. Ad hoc committees are formed to deal with issues that arise outside of the scope of the standing committees. It is a nonprofit service organization.

Staff

The organization maintains a staff. The source of staff personnel has varied over the years. During the 1960's, the organization used conscientious objectors who served in the organization as an alternative to military service. The organization has also made use of Vista volunteers, university work-study students and CETA workers in maintaining a staff. Currently a team of three law students work with the organization practicing poverty law. Many current staff members learned about the organization through its on-going educational programs. The full-time staff are assisted by part-time but regular volunteers.

Relationship to Other Organizations

As noted above, the organization provides a meeting place for a number of chapters of national organizations, citywide and local organizations according to issues.

Organizational Activities

The organization's primary source of funds is contributions from private donors. Additional funding is provided by the local Episcopal Archdiocese.

Major issues are welfare rights, tenants' rights and health services. The organization publishes a newsletter which reports on its activities. Affiliated groups also use the newsletter as a means of reaching their memberships.

The organization sponsors other programs: a senior citizen's group, summer education programs, a women's political group, an educational program for 8-12 year old boys and girls, and weekly workshops in everything from health care to getting food stamps.

The roots of the current metropolitization suit against the city of Atlanta and the five counties that make up and surround the city found their start at meetings of one of the standing committees of the organization.

The organization's reputation for confrontative and demonstration tactics has not endeared the group to members of the city's government or business community; however, community people and the poor look to the organization as one of the only groups working to improve and develop the lives of the 'common folk' of the city of Atlanta.

PEACHTREES

History

In February 1976, a group of white middle to middle-upper income parents became extremely concerned about the changing racial balance in their neighborhood public schools. They decided to attempt to reduce white flight to private and county schools and to win back white students who had left the public school system. The group arranged an open house in April, attended by nearly 1,000 area residents. Given this evidence of interest, the group decided to form itself into a continuing organization. In its two years of existence, it has become one of the most highly visible groups in the city, and is widely considered to be one of the most effective.

Geographic Scope

The organization is neighborhood-based on the northside of the city, and conducts its activities only in that area. The area itself is predominantly white and affluent; its schools are reputed to be the best in the city. Despite the predominance of white residents, the schools are roughly 50% white and 50% black. The organization's area contains nine schools. An unusually high percentage of high school graduates go on to higher education.

Structure

Organization Peachtrees is an incorporated non-profit organization. The leadership is a five member elected board consisting of President, two Vice Presidents, Secretary and Treasurer. Organization activities are carried out by ad-hoc committees of the membership. The organization also maintains a representative at each of the schools in the area as well as a liaison to the Board of Education whose duties include observation of all board meetings.

Membership

Membership in Organization Peachtrees is open to any interested parent or citizen in the city. Active membership numbers between 50 and 100, almost exclusively white, middle-to-upper income parents. Most of the members are in positions of leadership in the business and political communities.

Leadership

Because of the organization's short existence and small size, its leadership was relatively constant during the past two years. Recent elections in the organization have resulted in a rotation of the organization's leadership with some effort going in to sharing leadership positions with other members of the organization. Throughout the city, the leadership is closely identified with the organization. One measure of the visibility of the leadership is that two leaders ran for positions on the school board in the last election although both lost. Key leaders tend to hold high level executive positions in business or government (the first president was given release time to work for the organization). The leadership's connections are the key to the organization's ability to reach decisionmakers and funding sources. The skills of the leadership and membership strongly promote the programs and concerns of the organization. They are especially adept at gaining access to the media and ensuring coverage of the organization's activities.

Staff

The organization has no paid staff and relies on its voluntary membership to promote its goals.

Relationships with Other Organizations

The organization often uses other organizations to help it promote programs. Because most of its members belong to more than one education-oriented group, many informal links exist between groups. Members are most active through the individual school PTA's. In addition, many participate in local School Community Councils. These organizational contacts, added to individual members' contacts, have contributed to the organization's reputation for effectiveness.

The organization's other inter-organizational activity relates to urging non-education groups to become interested in the public school system. Organization representatives make presentations to other groups (as well as using individual influence and connections) to urge them to become actively involved in school issues. The leadership identifies as one of the organization's major strengths its ability to influence other non-education groups. Recent developments have found Peachtrees a member of a coalition of citizen education groups organized by the Atlanta Junior League to promote the Atlanta Public Schools.

Organizational Activities

The membership pays no dues; however, the nine local schools make annual $25.00 contributions. The Chamber of Commerce granted the organization $1,000.00 in its first year; $2,000.00 in its second. The organization solicits contributions from area business concerns and foundations; emphasizing that a strong, stable public school system will strengthen the neighborhood. The organization's ability to generate contributions from institutions such as the Chamber of Commerce indicates its influence.

The organization started out with an extremely limited focus, maintaining the existing 50-50 racial balance in the neighborhood schools. Its primary method was to lobby the school district to provide special enriched programs in the local schools. The organization has focused on art and music programs, environmental education, executive internship programs, communication skills programs, joint enrollment between the high schools and area colleges, and the provision of independent studies. The organization feels it has been partly successful in developing these programs and getting them funded.

The organization estimates that its activities have resulted in 500 white students returning to the public schools. It is unable to estimate how many students have left or if white flight has declined.

Though attempting to keep its focus very specific, the organization has become involved in some other issues. The first was the selection of a new local high school principal. Members used their individual positions to gain access to the final selection process. Subsequently, the organization determined to pay closer attention to other school-related issues such as teacher competency. It is not clear to what extent the organization will move beyond its original interest in the future.

The organization's success led to suggestions (including some from the school district) that it be replicated in other parts of the city. However, the leaders point out that their self-initiated, independent character allowed them to function as they saw fit and contributed to their effectiveness. More probably, the individual member's access to key decisionmakers, media and other organizations is the basis of the organization's effectiveness.

FALCONS

History

The Falcons are one of 24 neighborhood planning units (NPU's) established by the city as part of a new City Charter adopted in 1974. The Charter required the city to prepare one, five, and fifteen year comprehensive development plans to be reviewed at the end of the first year. The intent was to supply the city with information on which to base the allocation of city services. An ordinance of the City Council, adopted in April, 1975, grouped the more than 180 Atlanta neighborhoods into 24 neighborhood planning units for the purpose of obtaining on a consistent level, citizen input in the planning process.

Geographic Scope

Each NPU has a specific boundary. The Falcons are located two miles from downtown Atlanta. The communities included in the unit include Knight Park, Maddox Park, Hunter Hills, Washington Park, Mosley Park and Bankhead.

Membership

Ideally all the residents that live within the boundary of the planning unit consitute the membership of the organization. In actuality, approximately 20 to 25 individuals participate in the activities of the unit on a voluntary basis.

Leadership

The leadership of the Falcons was drawn from the voluntary membership base. The Co-Charpersons, Executive Committee, and Chairpersons of the various committees were all elected from the core group that constitutes the active membership. Since 1976 the leadership of the Falcons has been stable.

Originally the area encompassed by the activities of the organization was a part of the Third Council District Planning Committee. When the city mandated neighborhood planning units, the Third Council District was divided into two units with the active membership of the committee divided into two groups depending on the residential boundaries of the NPU. The leadership of the Falcons came from this original planning committee.

In addition to the voluntary staff of the organization, the city of Atlanta through its Neighborhood Planning Division supplies the organization with a neighborhood Planning Team that they share with five other NPU's. This team, along with the membership of the organization, is responsible for preparing and updating annually a neighborhood plan for the communities that are within the geographic scope of the organization.

Relationship to Other Organizations

In addition to occasional contact with other NPU's, the organization maintains contact with more than a dozen organizations and civic groups that operate in its area. There is minimal contact with the local school system. Contacts with other city agencies are established intermittently as issues arise. Ongoing contact is maintained with a representative of Metro Atlanta Rapid Transit Authority (MARTA) to discuss community concerns over the impact of MARTA construction in the area.

The universities in Atlanta have become a major resource for assistance in neighborhood planning. Students interested in neighborhood planning are available through internships, class projects, and voluntary participation. In addition, The Atlanta Conference of Neighborhood Planning conducts meetings and workshops for all interested people for the purpose of exchanging information and experiences regarding community development and planning.

Organizational Activities

Aside from the salaried Planning Team supplied by the city, the organization does not receive funding of any kind unless it is raised by organizational membership within the community for specific goals and activities.

The major activity of the Falcons is to act as an advisory group to the city's Planning Division. In addition, the concerns of the group include the improvement of the quality of life in their various communities. The scope of the group's activities have included advising and lobbying for the upgrading of parks and park facilities, road pavings, installation of traffic lights and signs, and recommending ideas for commercial development and social programs. Recently the organization established an education committee; however it is too early to assess the organization's activities in the educational arena.

Under the ordinance that established the planning units, neighborhood planning committees may "recommend an action, a policy, or a comprehensive plan to the city and to any city agency on any matter affecting the livability of the neighborhood."

OMNIS

History

The Omnis were organized in the spring of 1977 by a group of parents who had children attending a local high school. The major concern of the group was the overcrowded conditions at that school as well as the elementary and junior high schools that served as feeders. Since that time the group has continued to meet with school officials on numerous issues related to the schools in southwest Atlanta. It is the perception of the organization that the schools in southwest Atlanta are over-enrolled while schools in predominately white North Atlanta are under-enrolled, causing a denial of access to equal facilities and opportunities.

Geographic Scope

The group does not formally designate geographic boundaries, however, most of the educational concerns of the group focus on schools in the southwest or Area II administrative district of the Atlanta public schools.

Structure

The organization is a loosely formal group of parents and concerned citizens that function independently of the school system or other organizations. Recently the group has become part of a coalition of citizen education groups under the guidance of the Atlanta Junior Chamber of commerce in an effort to promote the Atlanta public schools.

Membership

The membership of the Omnis consists primarily of the core group of parents that came together in 1977. They are a predominantly black, middle-to-upper income organization. Our observations of organization meetings has shown a relatively small active membership of approximately 10 to 15 members in contrast to the leadership's response to the questionnaire which established membership at over two hundred.

Leadership

The leadership of the Omnis is a fairly active husband and wife team that is well known in the Atlanta educational community and one other school activist. Since the organization came into existence the leadership has remained the same.

Relationship to Other Organizations

The organization does not maintain contact with other citizen organizations and does not feel any other groups are addressing similar issues. The recent joining with other groups under a program to promote the Atlanta Public Schools, sponsored by the Atlanta Junior League, is a new move by the group. It is too early to evaluate the impact of that move.

Participation in this study has brought the Omnis into contact with the Magnolias for the first time. Our researchers report that this contact has resulted in the Magnolias using the access of the Omnis to the school system to gain information on the activities of the schools. Such networking activities may increase as the organization develops.

Organization Activities

The organization does not have any funding sources outside of donations from the membership and whatever they can generate through fund raising activities. Our observations have shown very little activity in this area.

The major organization activity of the Omnis has been to act as an information source for concerned parents in their area as well as act as the community representative at board meetings and meetings with the school administration.

GRITS

History

The organization officially came into being in 1971; however, its roots go back to a paternalistic firm which was the predominant economic force in the community for 70 years. This firm employed most neighborhood residents, provided subsidized housing, and offered a wide range of social services. When the firm changed hands in the 1950's, these services were cut back and eventually eliminated. The firm finally shut down in 1974. The area residents found it difficult to adjust to changed conditions; an increasing need arose for the social services formerly provided by the firm. The firm's shutdown destroyed the neighborhood's economic base.

The organization began operation on a $100 budget and volunteer help. Over the next few years, services, primarily activities for neighborhood youth, operated intermittently, depending on the availability of funds. The organization stabilized its funding in 1973.

Geographic Scope

The organization is very directly tied to a clearly identifiable neighborhood comprised of low-income white families, many from Appalachia. The families came to work and remained after the firm closed. The neighborhood borders the neighborhood outlined for the Magnolias; its population is roughly 2,500, average income $5,600, and 7th grade average education level.

Structure

The organization is actually a community center serving a variety of community needs. Initial divisions of the organization were (1) community development, and (2) the learning center. A later division was an incorporated entity responsible for running a number of community business ventures. In 1977, the organization merged into one entity with eight separate programs: community development and cultural affairs, education, arts, recreation, library, neighborhood restoration, cottage industries, and the county store.

Membership

As a service organization, the organization has no members as such. Rather, neighborhood residents use the organization's services. The only specific membership lists are those of participants in regularly scheduled classes. The organization's prime focus remains on the community's youth.

Leadership

Since the organization came into being, the key program people have remained the same. One of the key leadership people first came to the neighborhood on a visit in 1979. She became more and more involved in the life of the community. At the time, she was with the city school department and was able to serve as a community educational liaison. She later became a member of the city council, a position which allowed her to advance the interests of both the organization and the neighborhood. The two other key individuals have a long history of involvement with the neighborhood.

The persons who head the organization are all full-time staff members. Additional staff are hired for specific program activities. The organization offers internships to college students. Funds for staff salaries are available through Federal programs such as CETA.

Relationships with Other Organizations

The organization is neighborhood-based; with very few exceptions, its activities are neighborhood-focused. It is the only functioning community organization in the area. Thus, it has very little contact with other organizations. Exceptions occur where funding agencies are involved with the organization (especially in cases where community elections are held).

In another case the State Power Company was attempting to aid the community in power conservation.

The organization's major external contact is with another community development organization (the Magnolias) in a neighboring area. The two groups have developed an economic development plan outlined in more detail under the Magnolias.

Organizational Activities

The organization relies on the proceeds of its economic activities, cottage industries, and on outside funding. The first (1971) budget was $100; the 1977 budget, $36,000. The national media featured the organization; HUD selected it as a model community development organization, one of only 200 in the U.S. thus distinguished. This publicity aided the organization in securing funding from external sources such as the National Endowment for the Arts as well as from local sources.

The organization's activities fall into two categories: social and community services generally are special programs: an arts program, funded by the National Endowment for the Arts, offers classes; high school equivalency classes are provided. A special education program serves school-aged youth referred by the schools, juvenile court, etc. In addition to these two education programs, liaison is maintained with the school department. The organization maintains a direct relationship with the municipal library system and runs classes at the facility. The organization sponsors a variety of recreational activities.

Economic development activities include a restoration and rehabilitation project for neighborhood houses; a community store that sells local cottage-prepared products, development and maintenance of a local park, and a job-referral service.

The organization seeks to be active in any issue of concern to the community. As a service center and economic development corporation, no issues are considered to be beyond this organization's responsibility. Thus substantially different issue agendas arise at different times.

MAGNOLIAS

History

The organization began functioning in 1953, and became one of the original civic clubs that influenced local politics in Atlanta during this period. Its immediate concern was to secure a grammar school for the new influx of black students. The battle for the school was won and the organization remained to become a multifocused community-based organization. In the 1960's the city began to cut long-range capital expenditures and ceased to schedule any major improvements for the community. Social services declined drastically and the community began to deteriorate physically.

The organization joined with the community in the 1960's and early 1970's to fight a number of battles. The most visible results were in zoning and road construction. The community fought for and the city council passed a down-zoning bill for the community and neighboring areas. This halted new commercial and industrial development and resulted in the establishment of the community as a residential area. The community was also able to halt construction of an interstate highway. The state highway department scrapped plans for a major toll road. These victories resulted in the stabilization of the neighborhood and gave community members a sense of having fought for their neighborhood and having won positive results.

A battle with MARTA saw the organization win once more and become the managers of a small group of housing units that were slated for demolition for the MARTA station parking lot. Working with local politicians and the community, the organization was able to save some of the few multi-dwelling housing stock in the area. The group also influenced the relocating of the MARTA station and its parking lot to a location they felt was more convenient for community residents.

The new role of the organization as housing managers has divided the attention of the leadership of the organization; with the coming of age of much of the community young people the organization is in the process of a slow change in focus. A lot more attention is being directed towards the young.

Geographic Area

The organization is neighborhood-based. The neighborhood is roughly two miles from the city's downtown center and is clearly visible to its residents and to the whole city. Because of the zoning victory, it remains predominately residential, with most homes owner-occupied. One neighborhood boundary is the railroad track; another, an interstate highway.

Structure

The Magnolias are incorporated as a nonprofit organization. The interesting aspect of its structure is that as young members became actively involved in the organization's activities, they found they were effectively shut out of positions of leadership. They were unable to get the organization to move in the direction they desired or bring up issues for discussion. As a result, those young members formed a separate organization which functions independently. The parent organization has attempted to win back the young members and has begun to work more closely with them.

Membership

The entire community can be considered to be the membership of this community-based service organization. Individuals who participate in the programs can also be considered members. The organization has a formal dues-paying membership.

Leadership

The organization has a president, a vice president, and a secretary. Key leadership positions have remained stable since the early 1970's. The leadership is visible both in the community and throughout the city. The organization maintains a paid staff that delivers services and manages local housing units.

Relationships to Other Organizations

An important aspect of the organization's functioning is its relationship to the Magnolias, a neighboring community development organization. Both organizations are involved in essentially the same issues; both use many of the same techniques. The leadership and staff of both organizations are in frequent formal and informal contact to work on joint projects and interests. Residents of the neighborhoods move freely between the two areas, an important point since one neighborhood is predominantly white and one predominantly black.

The two organizations have together developed a joint economic development plan emphasizing improvement of the housing stock. The plan requires low-interest loans and mortgage pools as well as information on the municipal housing code. The plan includes a call for increased municipal services: libraries, parks, police and fire protection, and new commercial ventures. An additional development seeks a restaurant with local entertainment, a museum based on local culture, a community health center, a city hall extension, and job skill development centers.

Except for this one instance of intensive contact, the organization functions largely independently within its own neighborhood. It attempts to establish contacts with any other organizations functioning within its neighborhood.

Organizational Activities

Funding comes from a number of sources including fund-raising activities, membership dues, and donations. The group has been planning on opening a community store to generate more funds for the organization.

The organization is not currently involved with school issues; its focus is on overall community development, with the emphasis (as outlined above) on economic development. Other current concerns include the metropolitan transportation system and the municipal health-care delivery system. Energy conservation is a new concern and the organization remains in contact with the State Power Company to assist it in its efforts. The organization depends on its relationships with individual city decisionmakers to influence decisionmaking outside the neighborhood. It supports candidates for public positions and relies on them for information and advocacy.

The organization also focuses on specific social services and is attempting to establish a plan for local youth. It also provides information (not readily available elsewhere in the community) on issues such as contraception, and health-care and maintenance.

The organization sponsors a wide range of events of which many are primarily fund-raisers. It runs a community fleamarket; sponsors raffles; runs special holiday celebrations, a clothing store, and recreational programs. Activities are advertised through a regular newsletter. The newsletter also profiles newly elected government officials.

Because of very loose boundaries between the organizational activities and community events, what might be considered organizational maintenance activities are often viewed as regular activities and programs of the organization. (Maintenance activities relate to the organization's formal membership, the election of officers, supervision of staff and disposition of funds.)

PATRIOTS

History

In 1969, a number of community organizations, a number of Hispanic residents, and the local antipoverty agency collaborated on a special census to identify the Hispanic population and determine the services they were receiving. The census identified 5-7,000 Hispanics in two adjoining neighborhoods, but discovered no Spanish-speaking social service agency. In response to obvious need, a bilingual social-service organization was incorporated in 1971.

The organization has functioned primarily as a social-service agency; the city's Hispanic population is new and does not know English nor how to get services. The organization was originally organized into: (a) a referral agency which used other organizations or governmental services, and (b) a unit responsible for developing new social services.

Geographic Scope

The organization is mainly centered in the two primarily Hispanic neighborhoods (one is about 30 percent Hispanic; the other, though predominantly black, has Hispanic concentrations). However, the organization's services are available to the city's entire Hispanic population (therefore the organization is classified as citywide).

Demographic statistics of the Hispanic population indicate its service needs. By 1975, this population had grown to approximately 60,000 persons, with a median age of 20.7 years. Of all Hispanic men 25 and over, only 39 percent had completed high school (compared with 63 percent of the total population). The organization therefore focused on the education system. The unemployment rate among Hispanics was 28 percent, more than twice the citywide norm. In addition, significant underemployment existed among the employed; median income being $6,500 for Hispanic men compared to $8,400 for all men. Hispanic women averaged about $3,100.

Structure

The organization is an incorporated entity guided by a board of directors (maximum of 30 members, elected for a 3-year term). All board members must be fluent in Spanish.

The Board supervises a number of standing committees, including: executive, building, personnel, finance, nominating, social policy, and development committees. It appoints other working committees as necessary.

The extensive staff will be described in the Organizational Activities section.

Membership

The membership of the organization is technically the Board of Directors. As it is a social service agency, clients are often viewed as the members. (No other information available.)

Leadership

The board includes representatives from most city areas and some outside-the-city areas. The board includes a members of the municipal redevelopment authority, an important tie considering the organization's interest in redevelopment.

The organization maintains a staff of approximately 60 persons (some part-time) to run program activities. This staff is headed by an executive director, responsible to the board for the organization's operation. The organization invests significant resources in a special training component for staff.

Relationships to Other Organizations

The organization is extremely active in working with other organizations in its primary areas of concern. Contacts include local neighborhood organizations, citywide organizations, governmental bureaucracies, and universities. The social service programs focus more on developing contacts with governmental agencies while the units concerned with community and economic development work more closely with community groups.

In the area of education, the organization has focused on developing contacts with universities, and is currently involved with two junior colleges and two universities. Liaison has been established with the local school district to monitor issues related to bilingual/bicultural education.

Organizational Activities

The organization is one of the few community development organizations in this study with a history of involvement with educational issues. The age breakdown and the limited educational achievement level of the population have promoted this concern.

In 1976, the organization reorganized to increase the effectiveness of its program activities. The organization now has the following units:

- Master service unit: responsible for all social service referral activities including intake, information and referral, emergency services, counseling, outreach services and transportation. A human resources subunit focuses on intensive counseling, guidance, crisis intervention, and family-life education workshops.

- Education and Employment: provides various services including education programs for youth and adults. The program includes ESL, preparation for the GED (now available in Spanish), and individual tutoring. Also responsible for monitoring the public school system's bilingual/bicultural programs. Most involvement is on a case-by-case basis, with the organization attempting to solve parents' problems with individual principals or teachers. Job programs include career and vocational guidance, job counseling, and job development.

- Home management and housing services: responsible for upgrading residents' living conditions (especially for public housing residents) in four target neighborhoods. Methods include individual and group counseling session on care of property, personal budgeting, and tenants' rights.

- Economic development unit: attempts to identify existing and potential Hispanic business ventures. Provides support services for entrepreneurs.

- Youth unit: (not fully functioning; has only a youth advocacy program.) Attempts to aid Hispanic youth involved with the criminal justice system.

- Home-ownership program: seeks to increase home ownership in deteriorating areas and to promote rehabilitation.

For one year, the activity breakdown of board meetings was as follows:

31.8% - housing
17.5% - translation
16.9% - job related
15.5% - welfare
9.1% - medical care
4.3% - economic development
3.4% - legal aid
1.5% - education

Despite professed concern for education issues, these have received only low priority (although a tie can be developed between education, jobs, and translation). Nevertheless, the organization has attempted to pursue education issues.

Funding is received from a number of different sources, including the State education agency, the city, the United Way, the Federal Government, and private foundation grants, The current budget is approximately $560,000 (this is not the highest budget to date).

YANKEES

History

In 1972, a group of some 30 education activists (called together by an individual long active in education issues) met to consider the process for the appointment of a new school superintendent. The group was concerned that community representatives should have input into the selection process. It continued to meet and developed a set of criteria and goals to be applied to the process whereby superintendents were selected. The visibility of the individual participants resulted in regular media coverage and public discussion of the group's activities. This exposure served to strengthen and expand the network of concerned individuals.

After the decision on the superintendent was made, a core group of the network decided that the network should be maintained. The major task was the completion of an agenda for community action in the schools. The organization was able to develop and maintain access to the new superintendent and the bureaucracy. The agenda was completed and presented to the superintendent.

At this time, the organization received the services of a volunteer staff person and free office space. The volunteer generated a small grant which served as a financial base for the organization. This initial grant was made to help develop a citywide network of individuals to work for change in the school system. A larger grant followed late in 1973. This allowed the organization to recruit needed staff and to become more involved in education reform.

Geographic Scope

The organization is citywide. Its activities encompass most of the individual schools in the city. The organization identifies all the city's parents and students as its potential constituency. It actually serves about 9,000 clients.

Structure

The organization is governed by a board of directors. Of the 35 members, 20 are elected from specific geographic or ethnic communities and 15 at large. The members are nominated by the minority committee and elected by the membership. The board functions through a nominating committee, a finance (or executive) committee, and a steering committee. This last is responsible for outlining major issues for the board.

The board supervises the work of the executive director, the key staff person. Until June 1977, staff divided into those involved at the level of individual schools and districts and those developing resources to be used at the local level. Since the summer of 1977, the staff has focused on research and public information.

Membership

Initially, the organization consisted of interested individuals. When the group was incorporated in 1973, it saw the need to establish a more formalized, definable membership. The formalization process included the requirement of a written "request" for membership from prospective members.

The organization's membership is predominantly middle class, reflecting the organization's emphasis toward education reform activities. It is one of the few visible groups with a large white membership which has consistently supported and been involved with court-ordered desegregation.

Leadership

Leadership is based in a board of directors and an executive director. It includes co-chairpersons, a treasurer, one recording and one corresponding secretary. Officers are elected for 1-year periods.

Staff number varied, depending on the organization's financial condition. Under good conditions, it has consisted of resource center staff and field staff. The resource center developed and disseminated information on the school system, parents' rights and responsibilities, and special programs; field staff worked in the districts with individual parent groups. The staff included CETA workers. When staff numbers have been reduced due to financial problems, many have stayed on as volunteers.

Relationships to Other Organizations

The organization works closely with the various court-mandated groups active in implementing desegregation. It originally intended to focus on certain education issues and the organization of parents around them. The court decision and the resulting system of newly mandated groups caused the organization to shift its focus; its prime concern became the training and support of new parent participants. The organization became closely involved with the groups both at individual school and district levels. Field staff representatives were the primary means for contact.

The organization has a broad range of other contacts. It has good access to the education bureaucracy as well as to a number of community agencies. Its constant financial concerns have brought it into contact with a wide range of business organizations. Many board members hold positions in other groups, thus providing the organization with a broad information base.

Though having a wide range of contacts with other groups, the organization does not generally work in coalition with them. It often provides technical assistance and considers issues they raise; however, it will seldom act jointly. The organization feels that it must maintain its independence to ensure that it properly represents its own constituency while protecting itself against cooptation.

Organizational Activities

The organization has identified its short- and long-term goals:

Short-term - to organize court-mandated local school groups

- to achieve status for the court-mandated groups
- to provide resources to parents
- to reorganize internally to correspond to changes in funded programs.

Long-term - to establish an active parent coalition within schools

- to establish ongoing support mechanisms for school parent groups
- to develop long-term funding sources to stabilize the organization

As noted above, the organization has involved itself heavily in the court-mandated desegregation process. The initial concern of the first year of busing was safety. The organizaton established an information ("rumor control") center, and prepared a report focusing on safety questions for the court after the first semester of busing.

After the first semester, the organization focused more directly on organizing the individual parent councils in each school (ordered in October 1974), becoming involved in 100 of the system's 150 or so schools. The court mandate for the parent organizations assumed they would exist without support from any other specific organization. There is evidence, however, that the support and training given to parents aided the development of the court groups. In some cases, organization members served as members of the court groups. The organization shifted its emphasis in the second year to the district level, when the court ordered a more decentralized administration and created groups at that level. A year later, the organization refocused on the local school level.

The organization's second major activity is provision of technical assistance and disseminiation of information. Its prime outlet is a 14,000+ circulation newsletter. Additional reports which interpreted school documents and policy were prepared in response to parents' requests.

In addition to these two major thrusts, the organization has dealt with a wide variety of other education-related issues, among them special education programs, proposed changes in the mayor-school system relationship, bilingual/bicultural education, class size, career education, magnet schools, vocational education, reading and other curricular materials, administrative reorganization, and the appointment of a new superintendent of schools.

In addition to working through technical assistance and field assistance techniques, the organization used its extensive contacts with the education bureaucracy to advance its objectives. The school system now seeks its comments on a number of issues. The organization has been in contact with the court regarding the local school and other councils, student assignments, transportation and other related issues.

The organization's funding status is a major concern. Nearly all funds (except for a few individual donations) come from grants from governmental agencies, foundatons, or businesses. Over the past 18 months, the organization has had to spend much time maintaining and locating funding sources. During 1977 the executive director had to devote her time to fund-raising to the neglect of programmatic activities. As the financial situation deteriorated and the paid staff was reduced, discussion focused on whether or not the organization should continue technical assistance and parent training or switch to parent advocacy. The impact of an unstable financial situation upon this organization's planning and strategies is clear.

The organization managed to develop a number of financial sources which assured its operation for another program year. The extensive staff time devoted to proposal generation and fund-raising and significant amounts of board time spent on financial matters may very well hamper implementation of programs. The unstable financial situation affects staff morale; members may be laid off at any time (with a few months notice).

COMMONS

History

A nonschool mandated group, the organization was started in 1967 under the aegis of the city housing agency. This agency mandated that each public housing project should have a tenants' council, responsible for overseeing operation of the project. The council was responsible for bringing information to the housing agency and disseminating information from it to the tenants. The organization is itself a council representing one section of a public housing project.

The organization's mandate is extremely broad; it is free to work in any area related to the living conditions, health, and welfare of the tenants. While not specifically mandated to involve itself in education issues, it has taken on itself the task of influencing educational institutions at the local level. Most of the leaders of this organization deal with the school staff as individuals. The organization itself does not maintain formal contact with the school system.

Geographic Scope

The organization has a tightly defined geographic scope; one section of a public housing project. The residents of that section constitute the community. Most of the organization's activities are focused in that area. However, there are cases, such as in education, where the organization is involved with institutions outside the project.

The public housing project is run by the city. The tenant population is predominantly black, with a low income level and a high unemployment level. Municipal services are generally poor.

Structure

The organization consists of six individuals who function as a group. There are no separate committees; the entire group deals with all issues.

The most important organizatonal tie is to the citywide housing authority tenants' group. The organization serves as a conduit for information flow in both directions; a representative attends the regular meetings of the citywide group and brings local concerns to its attention.

Membership

The organization's membership is limited to residents of the public housing project. The entire population elects the six members. While the organization's technical membership is limited to the six elected members, it attempts to involve all project residents in its various activities. The organization has a list of other tenants involved in its various activities.

Leadership

The organization elects its own chairperson, currently an activist, well-known as a community spokesperson and involved in a number of different organizations, including the mandated school organization. Her ties to other organizations have given her access to a broad range of community leaders, decisionmakers, and to information. This access has aided the organization in its attempts to influence decisionmakers.

The organization has no paid staff.

Relationships with Other Organizations

The organization's relationships to other groups fall into two categories: a structural relationship to other neighborhood groups, and individual member's memberships in other groups. The structural relationship is with the citywide tenants' group, which gives the organization access to a wide range of information and to other community leaders.

The organization is involved in many community issues and has numerous contacts (differing on different issues) with other neighborhood groups. Contacts have also been made with governmental agencies in a number of cases.

The organization is relatively small, with a limited base of support. Its ability to influence governmental agencies in policy issues may largely reflect is ability to act in coalition with other organizations.

Organizational Activities

The organization's mandate centers on the services and activities necessary to maintain the housing project. Thus, it spends much time dealing with service delivery issues such as sanitation services and police protection. Project maintenance services (plumbing, painting, etc.) are a continued concern.

The major long-term issue the organization concerns itself with is a transportation plan being developed on the edge of the neighborhood. The plan has been active since 1972; the community has been involved in procedures such as public hearings. The organization is currently attempting to influence the placement of mass transit and bus stations, as well as park development.

The organization has been involved in a number of different education issues. The first was an attempt to prevent the closing of the neighborhood school. The organization aligned itself with other community groups. Despite participation in public hearings and meetings, the organization was unable to change the outcome. Since that time, it has become more involved in education issues, including the court-order busing plan.

The organization has been attempting to influence the court-ordered plan for the neighborhood school. The court requires that proposed changes be jointly sponsored by the local mandated group. The organization is working with the local school group as well as the district group to bring about the desired changes. This process includes contacts, mainly through letters, with the city education agency, the State education agency, and the agency responsible for public facilities.

The organization has recently begun to focus on the operation of schools in the neighborhood. It has attempted to become involved in the selection process for a new principal. The chairperson has made the improvement of students' educational attainment an organizational objective. The organization not only attempts to change policy, but also deals with individual residents' problems on a case-by-case basis.

The organization has no funding. It limits its maintenance activities to filling leadership slots by election and by involving residents with the various issues it deals with.

CELTICS

History

The organization is an outgrowth of the Great Society programs of the 1960's. It was started in 1968 when three individuals who worked for a national social service organization decided to start their own community development corporation. With an initial grant of $43,000, they located in a rapidly deteriorating neighborhood with a large, poor transient population. Their intent was to develop a self-help corporation not solely dependent on Federal funding.

The organization focused on comprehensive planning, with local residents as initiators and controllers of programs. These goals involved the organization in housing and business ventures, as well as planning for social services and environmental concerns.

Geographic Scope

The organization is closely tied to a one square mile city neighborhood of about 4,500 people. Solidly middle class in the 1940's, white flight caused decay in the 1950's; the total population dropped by one half. The properties eventually became owned by absentee landlords. The neighborhood is relatively self-contained and potentially desirable; hills and valleys and little through-traffic. The neighborhood is 70 percent black, 20 percent Spanish-speaking, and 10 percent white. The current unemployment rate is 20 percent; the organization is attempting to reduce the rate. To this end, among other approaches, it hires community residents.

Structure

The organization is controlled through a board of directors. The board, also called the policy committee, has a minimum of 10 directors (a number the membership can increase). Directors are elected for 1-year terms; all must be community residents. The bylaws state "Members should seek to elect as a majority. . .persons who are. . .low-income persons of the community. . ."

The board elects its own chairperson and secretary and has the option of electing an executive committee or any other committees it chooses.

Membership

The membership of the organization is identified as the members of the corporate entity. The corporation may be opened to new membership at the discretion of the board. The entire membership meets at least once a year to elect the board and execute any other business. The membership may elect nonmembers as directors.

Leadership

The organization's elected officers are the president, treasurer, and clerk, elected for 1-year terms. Officers may not be directors. The president is the corporation's chief executive officer and is responsible for implementation of the board's orders. He or she may act for the corporation on all issues related to its economic holdings or its activities.

The organization maintains a staff headed by an executive director. The present executive director is one of the three persons who founded the organization, which indicates the relative stability of the corporation's leadership. The staff of 25 includes physical and social planners. Most live in the community. The staff meets weekly to review the status of the organization's projects.

Relationships with Other Organizations

The organization is focused directly on one neighborhood; the range of contacts is primarily oriented to other organizations functioning in the area, to funding agencies, and to governmental units. Special efforts are undertaken with local junior colleges and universities. The neighborhood the corporation is involved in is part of a wider community, predominantly black and low-income. Natural alliances have been formed between the corporation and community development organizations functioning in the wider community.

The organization also develops contacts with local colleges and universities. Some contacts involve joint programming or involvement with college programs. Other contacts relate to placement and accessibility of facilities.

Organizational Activities

The organization is primarily a development and management concern. Since its inception, it has focused on the revitalization of existing housing and the development of new units. The first acquisition was an existing property; the organization purchased it and took responsibility for its maintenance and management. Since that time, the organization has purchased and rehabilitated 30 buildings containing 115 low- and moderate-income rental units. The organization uses its nonprofit status to generate capital and uses a section of the IRS code to interest individual investors. The investors gain formal ownership of properties and a tax shelter while the organization retains managerial control. The Housing Act enables the organization to keep rents low; under Section 236, the Federal Government pays all but one percent interest on loans, thus lowering organization's costs.

In addition to its housing activities, the organization runs an economic development component. The corporation owns and manages commercial properties which include a grocery and a discount pharmacy.

The organization has a planning group which furnishes redevelopment plans for entire blocks. The plans include housing, commercial facilities, and provision of social services. In 1975, the corporation was designated by the city redevelopment authority as the planning agent for its community; the only such agreement made with a community organization.

In addition to its planning and development activities, the organization often serves as an advocate for individual community residents. Its staff will contact city or State agencies to act on an individual's case and will press for improved service delivery (e.g., sanitation services).

The organization has little contact with educational institutions other than on a case-by-case basis. While the organization's leaders identify a number of key education issues (desegregation, school governance, funding, and curriculum) facing the community, they have not yet been able to follow through on their intention to become more involved in school issues.

The corporation runs one education program of its own, focused on black history and culture, but providing individual instruction in a number of other subject areas. The organization offers training programs in the financial aspects of community development. It is attempting to work with the school district in establishing a program and core curriculum in distributive education and package-line mechanics.

The organization generates funds from a number of private investors and local financial institutions. Other funds come from grant from foundations, businessmen, and individuals. The fees generated from development and management activities, and from contracts with the State and city to provide social services and planning also provide income. The current budget is approximately $500,000. The organization had hoped to be self-supporting by 1980 but recent financial problems have made its continuing viability questionable.

FENWAYS

History

The organization is part of an extensive structure of parent/community groups which resulted from the city's desegregation suit. The court found the local school district in violation of Federal law: the district implemented conscious policies to maintain existing segregated patterns. The court order mandated that school-based, district-based, and citywide parents' groups be established to serve as an arm of the court. The organization under study is one of the school-based ones.

The court's desegregation order was handed down in 1974. The order recognized that it is not enough to end the practices which maintained segregated patterns; rather, mechanisms had to be developed to fully integrate the school system. The court-ordered integration procedures (primarily busing) led to a school year filled with racial violence. The school-based organizations were established primarily to defuse the racial tension. The organizations were required to have memberships which included all racial/ethnic groups.

The court order required that the organization have access to school decisionmakers and information. This organization has had access to all school records relating to issues in which they were involved. The principal and staff were required to be available to the organization (and all similar ones) and to assist in problemsolving.

The organization devoted its first year entirely to student safety--the court's concern. It attempted to develop communications between parents and students. Many meetings to this end were poorly attended and the intent of having a multiracial/ethnic membership was not achieved.

Geographic Scope

As noted above, the court mandated a three-tiered structure: individual school, district, and citywide. This organization is one of the mandated school-based ones. Technically, its geographic scope is the local school. However, because of the busing program, the school population may include students from outside the local community. The organization's parent membership, therefore, may also extend beyond the local area. In this case, busing was minimal; the community was roughly one-third white, one-third black, and one-third Hispanic, although each group lives in separate concentrations. Family turnover is rapid in all three groups; many families remain less than two years.

Structure

The organization is structured very simply; there are no standing committees or subcommittees unless individual parents have concerns and begin to work independently. The organization has responsibilities to the districtwide group; one of its representatives serves on the district group.

Membership

The organization's membership is prescribed by the court order. Elections are held among all parents who have children in the school; however, few vote. The small base of support may have seriously undermined the organization's credibility, especially when combined with generally unpopular participation in the integration process. Elementary schools are to have three white and three black representatives in the organization--elected by the respective caucuses. Asian or Hispanic parents are to be represented if those groups have a minimum of 60 students in the school. The school involved here required Hispanic participation. Only having three representatives and alternatives from each group, only one white and one Hispanic representative were elected; however, there was a full complement of black representatives. Clearly, the organization has not been able to demonstrate its own legitimacy.

Leadership

The formal leadership structure of this organization is made up of two co-chairpersons. Election is for one year. The organization has a part-time staff, paid for by the school system. The principal controls the organization's meetings, filling the vacuum created by the lack of an active membership. Despite attempts to make the organization independent, it is questionable if the organization functions independently of the school administration.

Relationships to Other Organizations

As noted previously, the organization's main contacts are with other court-mandated groups--and appear to be limited at present. The structure mandates such contacts both to foster exchange of information and development of a support system. The court groups have generally functioned independently since they are not considered to be legitimate by more traditional organizations such as the Home and School Association. One contact with a nonmandated group should be noted. The large influx of parents who might not have been previously involved in school affairs required that a training mechanism be developed to train them. The local school district received a Federal grant to contract out this training responsibility. As a result, parent training sessions have supposedly been held at both the district and local levels (although not in the school that we are concerned with). In addition to the training sessions, documents have been prepared for the participants. These focus on participants' rights and responsibilities and also outline specific aspects of the central school bureaucracy's school programs. Other citywide organizations have attempted to involve themselves in the parent training and have prepared materials for the participants.

Organizational Activities

The organization's initial and current concern is student safety. To promote this increased communication was sought among parent groups. The overt violence that marked the first year of the desegregation order has largely subsided; occasional incidents still occur. Therefore, the organization has been able to involve itself in a broader range of school issues. The most pressing is participation itself; how it can be generated and sustained.

The organization's priorities have changed since the first year. A survey of parents involved in all the local school organizations identified safety as a relatively low-priority issue. Issues relating to curriculum, staff for special categorical programs, and physical facilities received higher priority. The same study listed poor participation as the worst problem and uncooperative administrators as the second worst. The lack of communication from the organization's staff and their limited access to information may be seriously hindering the organization's ability to develop.

In a case where general statements were presented to the parents, most chose statements which emphasized that their current role in all school issues would be the most desirable role for the organization to play. The mandate which limits the organization to desegregation-related issues (such as school safety and racial incidents) was rejected as too restrictive.

In a limited sense, the organization has no maintenance functions to perform. The mandate remains and the local school district must pick up all "reasonable" expenses the organization incurs. However, it is clear that the organization must undertake maintenance activities if it is to widen its base and develop legitimacy. The organization's stated goal of increasing participation reflects awareness of this.

Unlike other mandated organizations in this study, this court-mandated organization may be dissolved when the court determines that it can step out of the school system. A key question in any evaluation of the organization is what will happen to the parents when and if the mandate is removed. Will they continue the organization in another form, independent of the school or court? (Can groups established and developed under a mandate continue after termination of the mandate?) Will individual participants continue their activity under other organizational forms? Or will the interest and concern dissipate? What the parents who have gained knowledge about the school system will subsequently do may be beyond the scope of this study; however, it is important to our understanding of mandated groups.

DODGERS

History

The organization is one of a number of mandated organizations based in a local school. All function through the school council. Although technically we are studying only one component of the school council, it is almost impossible to separate its responsibilities and activities from those of other component groups. The council itself was created in 1962; its prime focus has been to develop closer ties between the school and the community and--very important--to encourage community residents to volunteer in school programs. The council has been involved in preparing needs assessments, in establishing priorities for the expenditure of resources, and in making recommendations in the planning of the educational program.

One of the council's major responsibilities is to involve itself in funding proposals for a wide range of special programs. The council must involve itself with the school's professional staff in special program budget development, and sign off on the final submission. The council also has the prime responsibility for disseminating information on school programs to the community.

The individual committee that we are concerned with is responsible for one specific program in the local school. The program is State funded and identified specific schools for program activities, bypassing the local education agency. Schools are not automatically eligible for program money, even if the students meet the eligibility criteria. The local school committee must prepare a proposal with the administrative and teaching staff. The requirements for the individual program under consideration here include a regulation which requires that a comprehensive plan for all school resources be developed. This is the primary function of the committee.

The mandate from the school council, according to the board of education, is to be responsible for ". . . comprehensive program planning at the school level. The general process to be followed and the 'planning products' to be developed are prescribed, but the particular methods and procedures to be employed are to be chosen by the school principal and staff in collaboration with the council." The emphasis in this mandate is on the school professionals; the council is to play a supportive role by planning for a number of different categorical programs. The responsibilities also include, ". . . a major role in performing the school's needs assessment, in selecting school goals and program objectives, and in identifying evaluation criteria and the reporting procedures to be used." Program design and the school management plan are primarily the responsibility of members of the professional staff, although the staff must provide full information and explanation to the council throughout the design process.

Geographic Scope

Both the council and the individual component are based in one school. The geographic scope of each organization is tied directly to the area of the school--an urban inner city area about two miles from the downtown area, yet close to a major university center. According to the 1975-76 figures, the neighborhood is 91.6 percent black and 6.8 percent Hispanic. The educational level of the community is such that 96.21 percent of the population did not go beyond a secondary school education. The average family income was $7,349 (1970 Census). The area is poorly served by municipal and county services.

Structure

As outlined above, the school council is a general body developed to encompass a number of different advisory functions. It is responsible for the comprehensive financial planning for a number of categorical programs, including those funded by the Federal, State and local governments. Six additional advisory groups function in addition to the council.

The council itself is structured into four standing committees: the Constitution Committee, the Vandalism and the Safety Committees, the Community Action Committee, and the Multicultural Committee. Membership in the standing committees is determined by self-election. The chairperson of the council is responsible for the selection of standing-committee chairpersons. Other committees or subcommittees are developed as need arises. An executive committee also exists, charged with implementing the council's decisions, introducing matters for council attention, and serving as the primary liaison between the school administrator, the council, and other community and school organizations.

Membership

The membership of the council is tightly outlined in the bylaws. The total membership of the council must be not less than 15, not more than 30. The emphasis is on developing broad-based representation while retaining control by parents; a majority plus one of the membership must be parents or guardians of children in the school. The other "interest" groups which must be represented include:

- at least one teacher elected by the faculty,
- at least one aide elected by the aides,
- at least one classified employer (support personnel) elected by the classified employees,
- at least one nonaide elected by the nonaides,
- at least one PTA representative elected by the PTA,
- at least one community person elected by community representatives present at the election meeting,
- the principal and assistant principal with voice but not vote.

The term of office is generally two years. Parent representatives are elected at an open general meeting. It should be noted that the local city council person regularly sends a representative to the council meetings.

The standing committees listed above are staffed by members of the council. The individual component which we are looking at is also staffed through this process.

Leadership

The elected leadership of the council are the chairperson, the vice chairperson, secretary, parliamentarian, district representative, and alternate district representative. Each year a special nominating committee is formed to prepare the slate of officers. Election is for one year. The chairperson presides at all meetings of the council and of the executive committee, and appoints the chairpersons of the standing committees. The vice chairperson serves as an aide to the chairperson. The secretary is responsible for the council's reporting and correspondence. The parliamentarian is responsible for resolving procedural disputes by reference to bylaws and Roberts' Rules of Order. The district representative is required to be a parent elected to serve as liaison with the district advisory council.

The council itself has no paid staff. The structure of the council is such that the principal and two other school staff members serve as staff; this gives the administration some influence over the operation of the council.

Relationships to Other Organizations

The council has a number of mandated relationships. Primary among those relationships are the ties to the area and district councils. The area and district both view reports from and give instruction to the local school council. The council's responsibility for the operation of the categorically funded program results in contacts with the structures for each program. (For example, a school in a categorical program has an area council to which a representative is sent, elected from the local school. Each area council elects representatives to its district council.) Efforts to involve the community in the council's activities may be viewed as an attempt to develop contacts with local community organizations. As noted above, the executive committee is responsible for liaison with both the community and other organizations (such as the PTA) based in the local school.

The organization's mandate is such that the council is a school-issue-directed organization and its formal ties are to other school groups only. However, there are exceptions and some of the cases result in contacts with noneducational groups.

Organizational Activities

The organization's activities are primarily determined by its mandate. As noted above, a prime function is to prepare proposals for various categorical programs. The organization must be included in each stage of the proposal preparation and sign off to state that it did participate. It is also responsible for disseminating information about its program planning and implementation activities to the school's parents and community. Other major activities are:

- to participate in needs assessment and the setting of educational goals and objectives,
- to ensure that technical evaluation advice is sought during the program-planning process in order to determine whether the proposed evaluation process and instruments will adequately reflect the achievement of proper objectives,
- to advise the staff regarding staff development and inservice training,
- to arrange for direct parental involvement in classroom activities and in program evaluation (emphasis on volunteerism).

The volunteer program takes up much of the organization's time. The school district and the local school collaborate in attempting to encourage volunteerism and providing training documents.

While the bulk of the groups the organization relates to are education-based, it has made occasional attempts to work on other child-related issues: it successfully helped to bring about the construction of a library; the most current effort is to develop a community park in the school neighborhood. The organization prepared a proposal which was submitted to the local council person, and a series of meetings were held. A number of contacts beyond the city council person were initiated. Generally the point of access for these contacts was the community liaison person, not organization members. The issue of the community park is currently unresolved.

The organization lacks direct funding per se. Rather, the council works within the school with the support of the school administration. The organization performs no maintenance activities other than the election of members and officers. However, it participates in a number of activities which are social in nature. There are not limited to the organization's members, but are open to all parents and community members. The activities include special programs prepared by students--such as holiday programs and social events like luncheons.

MARGARITAS

History

The organization has an unusual history and background. In 1968, a walkout in three Chicano high schools sparked awareness of the major education issues that concerned the Chicano community. As a result, the central board of education decided to establish a system which would provide it with "eyes and ears" in the various ethnic/racial communities. It established four such bodies and provided each with paid staff.

After the 1968 walkout, the Chicano community developed a list of 48 concerns related to quality education for Chicano students. The organization has taken on the responsibility of attempting to respond to those issues. Most of them remain unresolved.

The organization's relationship to the central school is of great importance to this study. The organization can, in one sense, be considered a part of the central school bureaucracy; its staff is paid by the school system, its office is in the central school office; it has significantly easy access to information and key decisionmakers. However, the impetus for the establishment of the organization came from the community. The local ethnic communities lobbied for permanent structures to be established to deal with their educational needs and serve their interests within the school bureaucracy. Because of this history, the organization's members do not perceive themselves as part of a formally-mandated structure. The community, which the organization represents, does not see it as an enemy but rather as a forum for discussion and action related to their educational concerns. The various community-based organizations more often than not find themselves in opposition to the central board's policies.

The organization's formal mandate is very broad and allows the organization to establish its own agenda. The formal charge to the organization is set by the school board: ". . .the [organization has the] responsibility of focusing on the educational outcomes afforded... youth by the schools, and making recommendations to the Board of Education relative to such outcomes. The Board and the [organization] in adopting this policy agreed that the [organization] would assume a degree of responsibility for implementation of programs which it recommends and that such responsibility would involve the mutual provision of information and services." This charge has allowed the organization to move into any area the community has deemed important; an ability which is maintaining the organization's credibility in the community despite its formal status.

Possibly the most important aspect of any mandate is the power it confers on the organization to gain direct access to information and decisionmakers. In this case, the actions establishing the organization outlined very specifically these areas: "...it is...policy that school personnel are expected to extend full courtesy to the Chairman (sic) of the [organization]and its identified representatives... This includes the provision of information on school programs, the granting of conferences to [organization] representatives to receive from them information regarding problems in which the [organization] has an interest, and alerting the [organization] in situations which might create misunderstandings between the...community and the schools." In addition to powers and privileges spelled out in these general guidelines, the organization has direct access to the board of education, regular formal meetings between the organization and the board, a direct channel of communication through the staff to a deputy superintendent, and, finally, the organization is encouraged to establish direct relations with local district personnel.

The organization's direct access to key decisionmakers and school district information has allowed it to serve as a conduit for information to other community groups. It has served as a "direct line" of information between the school system and many Chicano groups. The organization's mandate generally ensures that red tape can be cut and that individuals requesting clear information are not regularly referred to other administrators. Both of these factors have added to the organization's credibility.

Geographic Scope

This is a school mandated citywide organization. Its activities reach the Mexican American community of Los Angeles. The organization serves as a link between the Chicano community and the school system.

Structure

The organization has six standing committees: the Reading Committee, the Bilingual/Bicultural Committee, Grievance Committee, Specially Funded Education Committee, Racism and Sexism in Textbooks Committee, and Personnel Committee. The size of standing committees is not predetermined. Each standing committee selects its own chairperson. The charges to the standing committees are broad and allow them to move into any pertinent issue. The Personnel Committee is also responsible for monitoring the school district's personnel practices and affirmative action compliance. Each standing committee must give a monthly oral report to the entire organization.

The organization may also appoint committees, subcommittees, or task forces as it sees fit. Each must have a specific charge and report to the organization regularly.

The organization also has an executive board, which consists of the chairperson, vice chairperson, recording secretary, and the past chairperson. The board must report all activities to the full organization.

The organization's meeting schedule calls for meetings not less than twice a month. Special meetings (36 hours notice required) can be called at the discretion of the chairperson: any 6 members may petition for a special meeting.

Membership

The membership is established by the bylaws at a minimum of 22 and a maximum of 40; the current membership is 40. The organization attempts to ensure that all geographic subdivisions of the community are represented. Individuals are nominated for the organization by existing members: the existing membership ratifies nominations. The election process is by geographic subdivision; voters include all persons involved in Chicano education. Alternate delegates can be selected, based on their fulfilling geographic requirements.

Leadership

The organization's elected leaders are a chairperson, a vice chairperson, and recording secretary. It elects other officers as necessary. Elections take place annually; any 10 members can institute a recall motion. The bylaws detail the duties of each elected officer.

The organization's leadership contains a staff person--paid by the school district and housed in the school district office. This full-time staff person is responsible for carrying out the organization's directives and maintaing information channels and access to decisionmakers, as outlines previously. The staff, in consultation with the chairperson, are responsible for establishing the agenda for meetings.

Relationships with Other Organizations

As noted earlier, one key to an organization's effectiveness is its ability to work with other community organizations. This organization serves as a conduit for information for local education groups.

One aspect of the organization's relationships with other local groups is that memberships may significantly overlap. The number of Chicanos dealing with education is relatively small; most are staff members of several different Chicano education groups. Overlapping memberships do not necessarily mean duplicated efforts; most organizations have different agendas: However, it indicates a network of key people in the Chicano community who, through a number of different organizations, have access to community concerns, information, and decisionmakers. On occasion, sources will identify one individual or organization as primarily concerned with an issue when in fact persons and groups are involved.

The organization might be considered to be part of a community-based network working on education rather than an organization that works solely on its own.

Organizational Activities

As noted earlier, the charge to the organization was broad enough to allow it to move into almost any area it chose. Issues the organization has been involved with since its inception include bilingual/bicultural education, reading test scores, integration, students' rights, parents' rights, school advisory committees, affirmative action, and education facilities. Thus, the organization clearly does not limit itself to a single area of concern; in addition, it is involved with individual student achievement, parent training, school district personnel, and facilities.

The organization's activities have changed with time. Because of the organization's involvement with the court-mandated busing plan, a current focus is integration. Other concerns include corporal punishment, involvement in collective bargaining (under recent State collective bargaining legislation), and bilingual/bicultural requirements. The organization is in continual contact with decisionmakers on these issues; both through regularly scheduled meetings and correspondence (i.e., in the case of corporal punishment, with the leadership of the teachers' organization).

The organization serves still other needs. It institutes grievance procedures for suspended or expelled students, works on complaints against teachers, teachers' requests for transfers, and administrative complaints. When grievances are brought, the organization investigates, evaluates, and--if called for--takes administrative action. Second, as noted earlier, the organization provides information to the community and to community groups. The organization is known to have not only public available data, but access to classified information as well. Third, the organization often is able to participate in establishing policies affecting its community. This it does through its own channels, through its ability to place individuals on other district committees, and through personal contacts with key decisionmakers.

The organization spends very little of its time on maintenance activities other than nominations for membership. The school district directly funds the one staff members and supplies certain support services. A small amount of money is made available for the organization's program activities. The organization does not require financing beyond this extent.

SUNSETS

History

The organization was started by an individual who first became involved with school issues through the PTA. This involvement made the person increasingly aware of the inadequacy of the educational opportunities afforded to Chicano children. In 1970, a teachers' strike in the district brought a number of educational issues in the Chicano community to the forefront. The initial thrust of the organization was to encompass the concerns of both parents and teachers. However, after the strike was resolved and new issues raised, the parents began to separate themselves from the teachers, recognizing fundamental differences of opinion on educational issues.

The organization grew out of a community educational needs assessment compiled by the organization's single leader. Her experience in previous attempts to involve herself--through the system--in her children's education indicated that the entire system was in trouble. She alone could not reverse this decline. The strike and the community needs assessment led her to form her organization.

The organization's original purposes were threefold: to inform parents of what was happening in the schools, to train parents to become involved in school affairs, and to provide parents with school-related information. The organization used a series of workshops, group meetings, and open meetings to encourage parents to involve themselves in school affairs.

Geographic Scope

The organization is primarily based in unincorporated areas outside the city but for the most part served by the school district. These areas are predominantly Chicano. The scope of the organization is limited by the service area for which it receives funding.

Structure

The organization is incorporated and is headed by a board of directors, responsible for running its affairs and business. The board is responsible for all financial affairs, including financial borrowing and the management of any real property. The board, which meets at least once a month, also established the organization's priorities. Originally, a 3-member board, it is now a 15-member board. All board members must be members of the corporation. Board officers include a president, vice president, treasurer, and secretary, elected for 1-year terms. The general membership elects board members during a regular, annual meeting.

In addition to the board, the organization maintains a number of standing committees: Finance, Personnel, and Program Activities. The president (who serves as ex-officio member on all committees) appoints all standing-committee members. Each committee has a general charge outlining its area of involvement. The charge is subject to review by the board and the general membership. The board may assign additional duties to each committee as it sees fit. The president has the authority to appoint any other standing committees necessary.

Membership

While in some ways this organization is a service organization serving clients' needs, a very specific membership has been established. The bylaws establish three categories of membership, each reflecting the amount of time the member is able to work for the organization. Class A members work 10 or more hours per month; Class B members work more than 1 but less than 10 hours; and Class C members contribute less than 1 hour per month. Regardless of class, all members enjoy equal rights and privileges. The members are technically members of the corporation. There is no limit to the size of the general membership.

The organization's model of using time invested in the organization as the criterion for membership class makes it unique among the organizations in the study. Though the organization's programmatic activities focus on parent training and involvement and educational outcomes for children, clients are considered to be the membership. Having a clearly identifiable staff, an identifiable membership (as well as program clients) may serve to increase the visibility of the organization. The formal members may be involved with more than one organization, increasing networking or coalition-building activities.

Leadership

Officers of the board (president, vice president, treasurer and secretary) lead the organization. All must have been members of the corporation for at least six months prior to election.

The president is chief executive officer of the corporation. As noted, he or she appoints members to the standing committees. The vice president fills in for the president when necessary. The secretary is responsible for the records of the organization; the treasurer is responsible for its financial activities and serves as secretary of the finance committee. Officers are reimbursed for out-of-pocket expenses.

The organization maintains a paid staff, headed by an executive director. (No conflict of interest is seen in cases where paid staff of the organization also serve as officers.) The present executive director is the woman who formed the organization in 1970. She gave up her initial leadership position and worked as an ordinary members for several years. Later she moved back into the leadership as executive director. The executive director supervises the paid staff, responsible for the programmatic activities listed below. The size of the staff varies, reflecting the organization's financial status. Employees may be permanent or temporary. Both groups are governed by a "handbook of personnel practices." All members must commit a certain amount of time to the organization.

Relationships with Other Organizations

The Chicano community appears to be well networked around educational issues; many of the organization's members participate in other education-related organizations. Often the organization's leadership also leads these other organizations. While the cadre of education leaders is small and may serve many organizations, the organizations normally have differing agendas. Some have a general focus, some a focus on parent training, others a focus on teacher education and specific education outcomes.

The Chicano organizations often function together providing information and expertise to each other as well as taking joint positions on issues. This organization often functions through a coalition of organizations involved in education issues.

Organizational Activities

As noted earlier, the organization's initial focus was on parent training and provision of information about school activities to parents. At the time of incorporation, the organization listed its aims as follows:

- to play a leadership role in shaping specific concerns under the court-accepted district plan for integration,
- to eliminate the high student dropout rate,
- to stimulate student-school, parent-school, and community-school involvement,
- to inform the community about student expulsion and suspension procedures,
- to improve the quality of equipment and supplies acquired for the classrooms,
- to upgrade students' achievement levels,
- to ensure the preparation of students for professional and vocational careers,
- to urge quality education, which will enable more students to meet college and university entrance requirements.

The specific list of organizational goals indicates a stronger focus on individual student education outcomes and a decreased emphasis on parent training. However, the organization continues to run parent training workshops.

During the past year, the organization has been involved heavily in the issues of individual and family education, bilingual/bicultural education, and integration. Since the development of the integration problem, the Chicano community has felt that its needs have been ignored and the organization has attempted to play a leadership role in attempting to reshape the court plan. (The organization has had its members and staff work independently as well as in conjunction with other Chicano organizations.) The other major area of involvement relates the collective bargaining and affirmative action (note the similarity with the concerns of the Margaritas).

The organization uses a range of strategies to achieve its objectives. It runs parent workshops and training sessions to sensitize parents to educational issues. It also offers individual family counseling. It attempts to involve teachers in its programs, with the goal of sensitizing them to the history and cultural background of the Chicano student. It publishes and distributes position papers on key issues and makes presentations to the school district (recent such efforts focused on corporal punishment, career education, bilingual education, and affirmative action). The staff is continually involved with other organizations in making presentations and distributing information.

Because of the nature of the organization, much time is spent on maintenance activities. The supervision of the staff requires a commitment by the board and the executive director. The recruitment of a membership willing to volunteer time to the organization also requires time and effort. The range of contacts with other groups is so extensive that the board has to spend much time reviewing activities. As the organization is incorporated, time must be spent on questions related to property and finances.

The bulk of maintenance time is spent on financial matters. For its first three years, the organization functioned independently and survived without outside funding. As its program became more ambitious, the organization decided to use a paid staff--and it became necessary to generate outside funding. Many community members who wished that the organization could remain independent and flexible questioned this decision.

Funding comes from the area community association, revenue sharing, and Federal programs such as OEO. Additional staff are available from CETA. The funding situation has often been unclear and staff have, on occasion, been forced to go on unemployment until the next year's funding was available. Such uncertainties require that much staff time be spent on preparing funding proposals and responding to followup requests from funding agencies. Regular reporting and auditing is also required.

LAKERS

History

The organization is a part of a federated structure covering the region, which is divided into seven areas, each with its own organization. After study by the local education agency of the county, city and private agencies, the regional organization was incorporated in November 1953. A board of directors was established which included representatives from member organizations, both public and private, fundraising bodies, and the general public. A special committee was established to act as liaison between local funding organizations and the regionwide body. Between 1954 and 1964 the seven local organizations were established. Our particular organization was established in 1955-56.

Each of the seven area organizations developed its bylaws, subject to approval by its board. Each area determined its own activities, based on local area needs. The local areas also refer issues to the regional body for consideration.

Geographic Scope

The organization serves a low-income, predominantly black (85 percent black, 13 percent Hispanic) neighborhood experiencing deterioration both in its business and residential areas. Many residents receive public assistance; the overall unemployment rate is 14 percent. The area to be served is outlined neighborhood by neighborhood in the bylaws, with a provision to add adjacent communities.

Structure

The organization is structured into working committees: Health/Mental Health, Local University Post-Graduate Medical School, Economic, Employment Welfare, Governmental Relations, and Education. Each committee selects its own chairperson. The specific areas of activity for each committee are determined by the entire organization and sent to the committees for consideration.

The organization has a board of directors. The board is an extremely large body: it includes the elected officers, an individual to represent each identifiable community within the area, 28 at-large members, past officers, chairpersons of all standing committees, and specific local organizational representatives. All members serve for one year, except for the at-large members, who serve for three years.

The board is responsible for the operation of the organization. It reviews the activities of the various working committees and has the power to create new committees and determine their charges. The board meets at least once a month from September - June, the program year of the organization.

The organization also has an executive committee composed of the elected officers, the past president, the chairpersons of all standing committees, and the executive director. The executive director functions for the board between meetings and determines any additional specific tasks.

Membership

The membership of the organization is specifically defined in the bylaws:

> Section 1. The membership of this organization shall consist of two classifications: organizations and individuals. All such members shall have equal voice and vote. Nominations for membership shall be made by the Membership Committee and voted upon by the board of directors. Nominations shall be reviewed annually.
>
> a. Organizations
>
> Organizations shall have an interest in or an active and socially constructive program related to the promotion of the health, welfare and recreation services within the area served by this council.

b. Individuals

> Individual members shall be residents, or those having business interests in the area served, and shall be nominated to membership because of their interest in and contributions they may be able to make toward achieving the purposes of the councils.

As with other service organizations in the study, in some ways the "membership" can be considered to be the clients served by the various components of the organization. Additionally, the membership might be considered to be the various social service agencies operating in the area. The organization itself does not provide the service. Operationally, the organization is actually a coordinating body which attempts to avoid duplication of services as well as developing the capacity to respond to additional community needs.

Leadership

The elected leadership of the board is: the president, a first and second vice president, a treasurer, and a secretary. These officers are elected by the board for 1-year terms. Individuals may serve more than one term (the current president is serving his second term). The president appoints the chairpersons of the various working committees.

The organization has a professional staff headed by an executive director. He or she sits on the various committees without vote. The current executive director has held his position for approximately one and a half years. The organization also uses CETA funding to hire community organizers or researchers.

Relationships with Other Organizations

As noted above, the organization is actually a coordinating organization for local social service agencies. As such, it has extensive contacts with area service organizations. These organizations are directly represented through the membership process outlined above.

As the organization is long-term and highly visible, the board continually receives requests from other organizations or governmental bodies. These requests seek comment on proposed legislation, publicity for other organizations' programs, and working with nonmember organizations (e.g., NAACP and SCLC) to develop and implement programs.

The third level of contact is the regionwide organization of which this organization is one part. The federated structure allows contact with the six other area organizations and, through those area organizations, indirect contact with all the social service agencies in the region.

One other aspect of the organization's links with other groups is the co-membership held by most members. As the membership criteria indicate, many members are by definition members of other organizations. In addition to such co-memberships, staff members (especially the executive director) meet with other organizations, both local and outside the community.

Organizational Activities

The organization's bylaws list specific purposes:

Purpose

Section 1. The purpose of the council shall be to promote and engage in the development of a sound and effective program of health, general welfare, and character building needs with the area. . . , with special emphasis on the problems of the aged, the young, and the needy.

Section 2. The communities to be served shall include a list of various communities plus such other adjacent communities as may logically be included and are accepted by the board.

These activities outlined above point out the nonprogrammatic role of the organization; the emphasis is on research and service coordination. The organization attempts to play another role: that of community advocate, attempting to influence legislation affecting the area or social services. The four major priorities adopted for the 1977-78 program year reflect these two thrusts:

1. Emergency Assistance (particularly food)
    a. research extent of present need in view of increase in migrants to the area.
    b. evaluate existing emergency services.
2. Survey the nature and impact of services to parents and children.
    a. children in foster care.
    b. parents' concerns related to better parenting.
    c. agency policies which service parents and children.
3. To have significant input into any legislation which impacts the family.
4. To play an active role in providing assistance to parents who are concerned about the education of their children and future employment opportunities.

To promote these priority aims, the organization has undertaken to:

- publish a directory of community emergency services,
- respond to year 2000 plan,

- work with local university to develop medical program,
- aid parents in understanding current local education issues; especially desegregation,
- evaluate children's services.

The new executive director has attempted to maintain an activities chart to monitor the organization's programs, including target dates for activities not continuous in nature.

The organization's regularly scheduled meetings are (1) board of directors, first Thursday of each month, (2) executive committee, third Thursday of each month. Other committees make their own meeting schedules. A meeting for all members is held annually and the program usually includes a keynote speaker and special community awards.

The organization's prime source of funding is the regional board, which receives its funding from the United Way campaign. There are no membership dues.

VENTURAS

History

The organization was established in 1964. It was developed out of a group of women who had been active in various electoral campaigns. After the 1964 presidential election, a number of these women decided not to disband but rather to stay together as a group to work on a range of issues. They intended to establish an organization which would monitor political concerns and candidates. The group originally numbered 35 persons. Its initial activity was to sponsor a workshop with three candidates; one for mayor, two for the school board. After initial activity, a steering committee of 47 (now 69) was established to develop the organization.

The organization began to operate and support candidates in 1966. It made donations to approved candidates as well as promoting them through extensive mailing (over 100,000 pieces). Even at this stage, the organization was able to raise relatively large amounts of money quickly; an ability which won it a great deal of positive coverage.

The organization is nominally nonpartisan but the sentiments of the community are generally liberal and this is reflected in the candidates the organization supports.

Geographic Scope

The organization's activities, which can be considered citywide and districtwide, are focused on election campaigns. The organization also supports selected other candidates and some national contest candidates. The organization is based in a relatively middle-to-upper-class neighborhood, made up largely of single-family homes. The area is predominantly white, although there are increasing concentrations of black families on the fringes. The neighborhoods contain some deteriorating areas although few members of the organization are drawn from them.

We have identified the Venturas as citywide; however, it is better characterized as areawide. It contains some elements of a citywide focus, while at the same time being based in a particular area.

Structure

The organization maintains an extensive system of committees and subcommittees, best presented by the organization chart which follows.

The steering committee is primarily responsible for the formulation and implementation of the organization's policies and purposes. The membership of this committee is composed of the elected officers of the organization, a representative of each standing committee, past coordinators, and members elected by the steering committee. Membership on the steering committee is permanent unless:

(1) the steering member loses good standing in the organization,
(2) the steering member resigns,
(3) the steering member is a representative of a standing committee only. Such membership on the steering committee is for one year

Membership on the steering committee is generally kept around 60 to allow the committee to remain of functional size for decisionmaking.

There are six standing committees: education, politics, environment, health, women's issues, and special projects. Other committees are special committees, developed as needs arise.

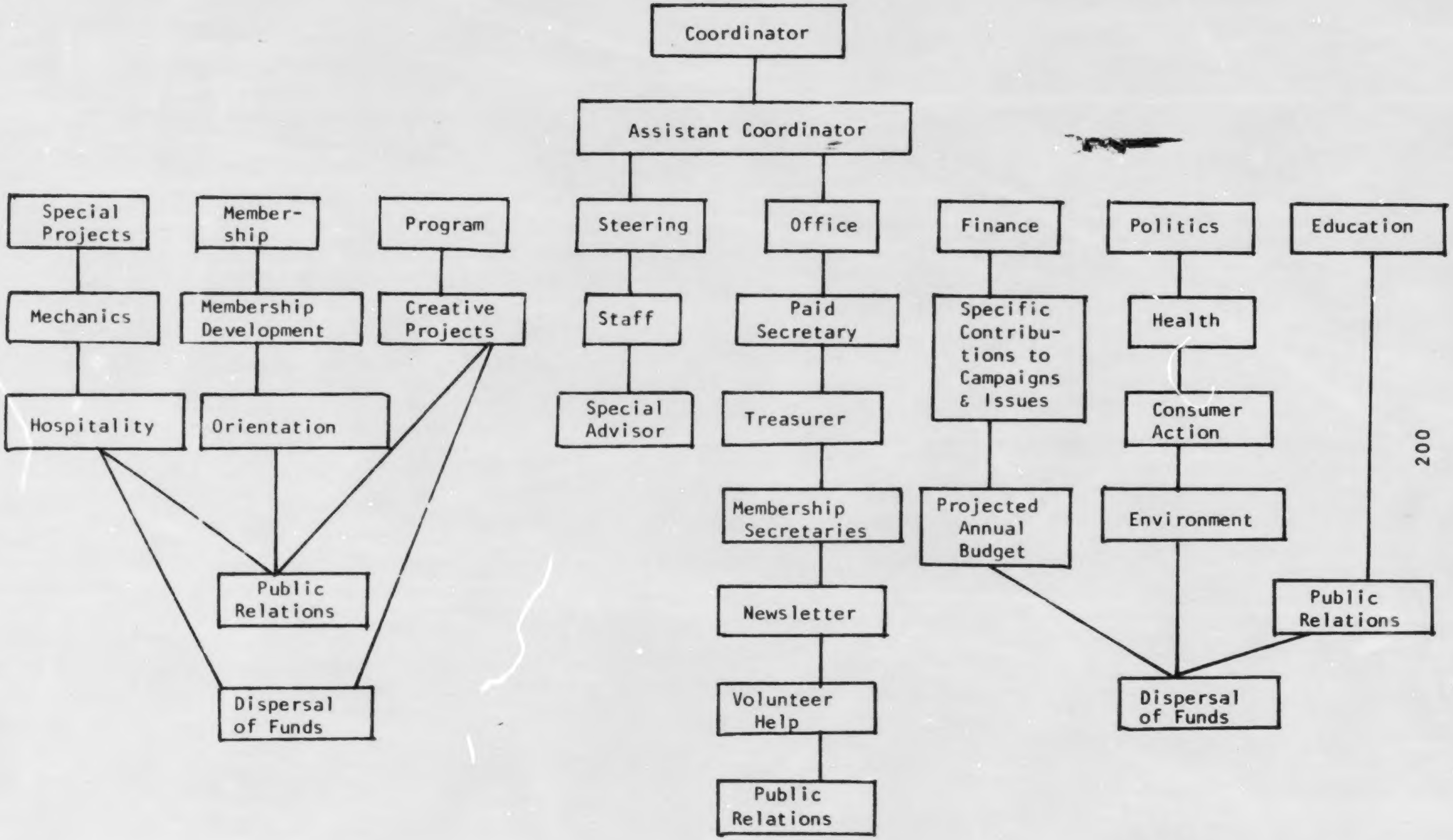
Membership

The organization has approximately 2,000 dues-paying members. The membership ranges from 1,800 to 2,500, depending on whether political campaigns are underway or not. The membership is drawn from largely upper-middle-class neighborhoods, and reflects the fact that the neighborhood is predominantly Jewish.

The organization's membership is largely generated through individual contacts and involvement with organizational programs. Large fundraising functions also generate new membership.

The organization is almost entirely composed of women. While a few men are active members, the organization is primarily composed of women who do not work; their husbands are for the most part in professional positions. The women are able to devote large amounts of volunteer time to the organization as well as other volunteer activities. Members have an extensive range of individual contacts with other organizations and

ORGANIZATION VENTURAS


Coordinator
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Office
Finance
Politics
Education
Mechanics
Membership Development
Creative Projects
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Paid Secretary
Specific Contributions to Campaigns & Issues
Health
Hospitality
Orientation
Special Advisor
Treasurer
Consumer Action
Membership Secretaries
Projected Annual Budget
Environment
Public Relations
Newsletter
Public Relations
Dispersal of Funds
Volunteer Help
Dispersal of Funds
Public Relations

decisionmakers. The majority of the women are in the 40-60 year-old group; many have a history of involvement with a number of organizations, issues, and individual election campaigns.

One problem the organization has to face is that as more women work, the pool of volunteer time and effort (historically the mainstay of the organization's effectiveness) will dry up.

Leadership

The organization's leadership consists of elected and appointed persons. Those elected include coordinator(s) and assistant coordinator(s). Appointed chairpersons run the standing and special committees. The membership of the steering committee may also be considered to include key organization leaders.

The leadership's most important characteristic is its wide range of contacts with other organizations and decisionmakers. Organization policy requires that before taking a leadership position, an individual must have been active in the organization or be a recognized community leader. Thus, the leadership generally has a long history of involvement with the organization's programs and activities. Since all past coordinators serve on the steering committee, the organization has a strong cadre of continuing leadership personnel.

The coordinator is the most significant leader in the organization. She presides over the steering committee and the staff committee. She is the organizational spokesperson; a role which brings her into close contact with the media. She is responsible for the appointment of chairpersons for the various standing and special committees. She is also primarily responsible for the hiring of staff. An assistant coordinator or coordinators assist her.

The staff committee (which is voluntary) consists of the coordinator, assistant coordinator, chairpersons of all committees, and individual members as needed. This body, with the steering committee, constitutes the organization's prime overall decisionmaking group.

The organization maintains one paid part-time secretary who also keeps telephone records. However, the organization's primary resource is still its volunteers.

Relationship with Other Organizations

The organization is in contact with a wide range of other organizations. The personal connections of the members are the prime means of establishing such contacts. The organization has received a great deal of media attention and has a reputation for effectiveness. Because of this reputation, many other organizations request either joint action or support from the organization.

The range of contacts includes local, area, citywide, statewide, even national organizations. The prime contacts are centered in the vast array of Jewish community organizations which serve essentially the same program areas.

The organization has extensive connections with key decisionmakers at both the city and State level, especially in education. It is often asked to provide persons to serve on various special committees and task forces.

Organizational Activities

The organization is primarily concerned with a broad range of education issues. It continues to support political candidates. Within these two broad functions, the organization deals with a number of social issues.

Issues at present under consideration arise from these sources: individual member's concerns, issue agendas of members participating in other organizations. and members attending special workshops or hearings. Members take issues to the appropriate committee on the steering committee; the organization decides whether or not to take a stand. If so, it uses its considerable sources to publicize its position, and urges its contacts to bring the stand to the attention of other organizations and key decisionmakers.

A recent survey of roughly one half the steering committee members indicated that they urged the organization to act on: health, energy/environment, education, women's rights, and civil/human rights. This list does not include all the organization's interests, but it does indicate general priorities. Though a priority, education is not a top priority.

One of the organization's very important activities is its fundraising, which often features national figures. These fundraising events keep the organization in the public eye and serve to assist with maintenance functions.

The organization also sponsors a series of workshops, open to the public. Subjects include abortion, capital punishment, integration, etc.

The organization has an active education committee which includes organizational members involved in a wide range of educational activities, in large part stimulated by individual interest and memberships in many mandated and other citizen organizations in education. The organization has focused on integration, corporal punishment, and school finance issues. The organization has recognized the strong role of the State education bureaucracy and attempts to exercise influence at both the State and local school district levels.

As noted above, the organization has excellent access to the media. It takes positions on high visibility issues as well as having a wealth of individual contacts; factors which serve to keep it in the public eye. The organization is generally reputed to be one of the most "effective"; a reputation based primarily on its high visibility.

One reason the organization is reputed to be effective is its ability to raise large sums of money. Members pay annual dues of $10. Activities such as the fundraisers (described above) and additional regular fundraising activities keep the organization solvent. However, the organization has been going through a period of declining revenues. For example, in 1968 it was able to contribute roughtly $36,000 to candidates it supported; in 1975, only $9,100. Despite this decline, the organization remains able to generate sufficient funds to support its activities.

APPENDIX D

RESEARCH METHODS AND PROCEDURES: AN AFTERWORD

Training the Site Research Staffs

By far the most significant issue in the establishment and operation of the field sites was in fact the selection and training of the site researchers. The Research Design indicated our commitment to the hiring and training of minority community researchers. The only qualification for the community researcher position was that the individual be an active member of the organization and approved by the organization to conduct the research.

The central research staff recognized the training needs of the site staffs. The first attempt at meeting this need was an orientation session for the three site conductors. The central office staff prepared a number of documents for that session which outlined the various research procedures to be used over the course of the study. The coordinators were taken through the material as the first step in their training for the project. After the site research staffs were hired, the research director and staff went to each site to conduct training orientation sessions for the site researchers. In all cases these meetings were the first full staff meetings and the researchers' first real exposure to the project. In preparation for these sessions, the research staff developed a training manual. This indicated the importance of community-based research to those communities and organizations. This focus was expanded upon in the training sessions by emphasizing the benefits to the community and the organization in participating in the research. The rest of the manual outlined the specifics of the research methods to be used in the study. After the research director left each site, the responsibility for continuing the training process rested primarily with the site coordinators.

Research Procedures - Results

The result of the implementation of the various research procedures was a very comprehensive set of data on each organization. A short summary of the specific activities will be presented here. A full summary of the data results will be found in the remainder of the report and the appendices. The total pool of data included the following:

Organizational Profiles and History	15
Interviews:	
Organizational leadership	129
Decisionmakers	98
Questionnaires:	
Leadership	54
Membership	89
Organizational Meetings reported on	131 meetings in 14 organizations.

Media Reports,
Periods covered:

Atlanta	September/77 - December/78
Boston	November/77 - September/78
Los Angeles	September/77 - December/78

Site Coordinators' Journals,
Periods covered:

Atlanta	October/77 - December/78
Boston	September/77 - January/79
Los Angeles	November/77 - January/79

Research Problems

A number of problems that arose as a result of the Research Design should be noted and their implications for further research considered. The first major issue related in general to research on community organizations.

The prospect of being studied as part of a research project can be extremely threatening to an organization. While the use of a researcher from the organization itself allayed some of the organization's fears, many still remained.

One of the key elements in a study which relies on the active participation of community organizations is that the organizations be fully informed of the purposes of the study, its progress, and its conclusions. This knowledge must be available to the entire organizational membership, not limited simply to the leadership. Our initial contacts with the organizations, after selection but prior to the hiring of local researchers, were intended to inform the entire organization and secure their participation based on a full understanding of the purposes and methods of the study. As this progressed, we became aware in a number of cases that the membership was not informed of the purpose, nature and style of the study; in these cases, the contacts made were exclusively with the leadership. This resulted in some misunderstandings between the site coordinators, the central office, and the organizations. Some organizations requested additional information or assurances; others reduced their cooperation with the data-gathering activities.

Another aspect of relations with the organizations is the access to participants and the use of questionnaires. As Appendix E: Questionnaire Data indicates, the fullness of our responses varied greatly from organization to organization.

Many individual members were reluctant to respond to the questionnaire. Contacts with the researchers have indicated that the level of responses we have obtained derived entirely from the close working relationship between the organization and the research project, primarily through the participant observer.

The second major area for consideration was the relationship and contacts between the central research office and the field sites. The separation of the research office from the field sites resulted in a number of operational problems. Extensive telephone and written contacts were maintained in an attempt to provide feedback on the data generated and to maintain quality control of the data. The initial staff design called for a field research coordinator. This staff member's function was to serve as a liaison between the research office and the sites, providing the latter with direct feedback and additional training while providing the former with information on problems in the sites as well as analyses of organizational behavior and local politics. However, the field research coordinator did not function in this manner and left the project before completion. This resulted in the central staff attempting to fill this role through written and telephone contacts and through additional site visits by the research director. These visits aided the researchers in their analysis of the sites. However, the lack of regular, systematic contact with the sites made liaison much more difficult. The training function the coordinator was to have fulfilled also suffered. The separation of administrative and budgetary power from the research also created some problems throughout the study. Every effort should be made to combine these functions in future projects.

APPENDIX E

QUESTIONNAIRE DATA

Purpose of the Questionnaires

The questionnaires administered to the members and leaders of the 16 participating community organizations served two major purposes. First, they served as one of several information-gathering procedures used in the study and allowed verification of the data collected through field observation and interviews, formal and informal. Second, they were the source of information on the structure and functioning of the organizations, information on the socioeconomic and demographic characteristics of the membership and leadership, and their perceptions about the role of their organizations. The questionnaires were directed to leadership and membership--reaching the broadest segment of the constituents of each of the organizations.

The items in each questionnaire were developed to solicit relevant information from the respondents in specific issue categories which structured the data analysis. These were:

- The internal framework of the organization.
- The characteristics of the leaders and members of the organization.
- The issue involvement of the organization.
- The networking patterns of the organization.
- Relationship of the organization to the school system.

For comparative purposes, an effort was made to incorporate some of the questions from the instruments used in the Urban Observatory Studies of citizen participation in ten cities. We reviewed the instrument used by Marshall in The Politics of Participation in Poverty,* and a series of tenant questionnaires used in a study conducted in New York City. This was done in order to examine the structure and content of the items in these instruments.

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*Dale Rogers Marshall, The Politics of Participation in Poverty. (Berkeley: University of California Press, 1971).

The Pretesting of the Instruments

The instruments were developed prior to establishment of the field sites. Once the sites were established and the local researchers identified, the instruments were pretested in the sites to ensure that the format of the questionnaire and the wording of individual items were structured to generate the specific information sought.

The actual pretesting was carried out by implementing the draft instruments with site researchers. They were instructed by the researchers from the central office in New York to fill them out in their role as members of the organizations. (The site researchers were all members of the community organizations participating in this study.) The pretests were carried out over a one-week period from the end of October through the beginning of November 1977. The pretest of the membership questionnaires was conducted in a single site. Upon completion of the pretest, the central research staff analyzed the researchers' responses. Changes were made in the format of some questions; others were eliminated.

The Identification of the Respondents

The procedures used to implement the instruments were determined by the circumstances and the nature of the subject matter being studied. The most basic problem in the implementation of questionnaires in the community organizations was the feeling among the members that they did not wish to be questioned or that they had been questioned too frequently for too many studies. Moreover, the variation in the types of the organizations involved in this study (e.g., service-delivery organizations; mandated organizations; traditional, voluntary, dues-paying organizations) precluded the development of a uniform data-gathering procedure.

The most fundamental problem encountered in developing a procedure to implement the instruments in the sites was the significant differences that existed among organizations in the concept of "membership." These differing concepts presented problems in the identification of the "membership" respondents. For the category of voluntary membership, the identification of the members was fairly simple and, indeed, represents the model for which the instruments were designed. However, for both the categories of representational and of client membership, the identification of potential respondents was a major and unforeseen problem.

A parallel problem existed in the identification of leadership respondents. Our initial concept of leadership called for a survey which would identify the key elected organizational leaders. However, the inclusion in the project of eight organizations which had paid staff forced us to change our leadership concept; the day-to-day leadership of the organization may be significantly different from the elected leadership.

As we identified problems, we decided to give the site coordinators primary responsibility for the identification of respondents. The central office established broad guidelines to guide their decisions but the site coordinators and individual researchers, given their knowledge of the daily functioning of the organizations, made the final choices of respondents. The central staff then reviewed these decisions to ensure they were consistent with the criteria established.

The Implementation of the Questionnaires

The most basic question involved in the actual implementation of the instruments in the sites was the issue of the desired number of responses from each organization. This question was extremely difficult to resolve because of wide variations in the sizes of participating organizations. Within the single category of voluntary membership, for example, organizations ranged in size from 12 to over 2,000 members. When the categories of representational or client membership are considered, potential membership may have run into the tens of thousands while the actual number of participants may have been no more than six. In considering this question, we decided that an attempt to use a strict statistical sample would not be possible. Rather, we concluded, we would seek wherever possible to obtain a fixed number of responses for all organizations with the recognition that this procedure would result in certain limitation on the use of the data. We decided to seek between three to five leadership responses and between eight to ten membership responses for each organization. In a number of cases, because of lack of cooperation problems, we could not meet these goals.

Many organizational members showed strong aversion to filling out the questionnaires. Communications between the sites and the central office continually pointed out difficulties in encouraging organizational members to respond to the questionnaires. This problem proved serious even though the organizations asked to participate in the study were told that a questionnaire would be used, and would be administered by a member of the organization. The site researchers indicated that the responses generated were for the most part a result of their efforts and that if the study had relied on individuals outside the organization, no responses would have been forthcoming. We are convinced that the responses represent the most complete data possible under the circumstances.

Individual Organization Problems

Despite the many obstacles the site researchers encountered in administering these instruments, they managed to get back completed leadership and membership questionnaires from most organizations. However, the Omnis in Atlanta and Larkers in Los Angeles did not return membership questionnaires. For the Omnis, a set of membership questionnaires were distributed by the site researcher and a number of responses returned to the organizational leader, who then misplaced them, This organization, which states that it has over 200 members, was not an active participant in the research effort. It appears to have few meetings and, while it is recognized by some decisionmakers, it has an extremely small active membership. Attempts to secure a second set of responses proved impossible. The Dodgers in Boston or Lakers in Los Angeles returned no leadership questionnaires. During the period of the research effort, Organization Lakers underwent significant internal and external disruption. The staff and the organization's relationship with its funding source were areas of particular concern to its leadership. Due to this instability, they appeared reluctant to allow outside observation of their operations and would not allow those members remaining to be questioned. We have included for this organization results from an instrument our site researcher filled out as a part of the pretest procedure. Therefore information generated for this organization may be less than reliable. We also had to make adjustments in the way we handled a few of the questionnaires the Dodgers returned. In this case, two individuals, identified by the site researchers in Los Angeles as the leaders of the organization, were inadvertently given membership instead of leadership questionnaires. The responses to these two questionnaires are presented in the Data Appendix as responses provided by members. However, in the analysis of the questionnaire responses, we dealt with these questionnaires in a twofold way: the responses to the questions which deal with demographic data were analyzed as responses provided by leaders. This is necessary since the general rule is that the socioeconomic status of leaders tends to be higher than that of the members (and it is true in this case). On the other hand, the questions which focus on factual information on the functioning of the organization were analyzed along with the other membership responses.

Presentation of Data

The Data Appendix, which follows, consists of the tabulated responses to questions in the leadership and membership questionnaires of the 16 organizations participating in this study. The items which appear in the Appendix are less than the total number of questions included in the questionnaires themselves; the leadership questionnaire had 59 questions, the membership questionnaire 51. The questions presented in the Appendix, along with the corresponding responses given by the members and leaders, represent only the responses to those items which have the most direct bearing on the major subjects of interest in this study. A number of questions generated low-quality responses, i.e., vague or ambiguous answers and a large number of "no responses," which provided no real data on the functioning of the organizations. These responses are not included in the Appendix.

The findings of the questionnaires are presented separately for the leadership and membership of organizations. In addition, the responses in each of these two groups are grouped for presentation into major subject categories of interest to this study. The leadership questions are distributed among six such headings:

(1) the organization's relationship with the school system,
(2) the issue involvement of the organization,
(3) the internal framework of the organization,
(4) the political activities of the organization,
(5) socioeconomic and demographic characteristics of the leadership,
(6) organizational networking.

The membership questions are distributed among five subject headings:

(1) the organization's relationship with the school system,
(2) the issue involvement of the organization,
(3) the socioeconomic and demographic characteristics of the membership,
(4) the internal framework of the organization,
(5) organizational networking.

Within the tables, each of the 16 community organizations is categorized by five variables:

(1) the average income of the members of the organization,
(2) the strategy the organization uses to achieve its goals; advocacy, advisory, service or mixed,
(3) the geographic scope of the organization: citywide or neighborhood,
(4) the scope of the issues the organization is involved with; school issues only or multi-issues,
(5) the racial/ethnic base of the organization: black, Hispanic or other.

Definition of the Categories of the Variables in the Tables:

Income Level

Because of the differences in the typologies of the organizations in this study and the consequent differences in the characteristics of their memberships, we have used two different ways for determining the average income of members. First, the average income for organizations in which the members are of the traditional, voluntary, dues-paying type was calculated based on the incomes reported by the members who returned completed questionnaires. On the other hand, the average income of the members of organizations that identify their memberships as either the inhabitants, parents, or potential clients in a neighborhood, e.g., service-delivery and mandated organizations, was determined by the average income of the members of the specified neighborhood. (This information was derived from 1970 census data.) Second, we established $9,000 as the cutoff point for determining whether an organization's membership belongs in the lower-income category or the middle-to-upper income category.

Strategy

The organizations are identified by the strategy or strategies used to pursue their goals: Advocacy, Advisory, and Service. Organizations that primarily use one of these strategies--at least 70 percent of the time--in their attempts to achieve their goals are identified in the tables by that strategy only. However, in cases where an organization uses similar amounts of at least two different types of strategies, e.g., 55 percent advocacy, 45 percent service--the organization is identified as using a "mixed" strategy.

Advocacy

Describes the strategy of organizations that primarily act politically to achieve their goals. This includes both confrontative and cooperative political action.

Advisory

Describes an an organizational strategy that is specific to mandated organizations. This strategy is characterized by the process--conducted by the organizations of disseminating information to the community it represents and acting in the interest of the community in its relationship with the mandating institution.

Service

Refers to the provision of either individual social service or community development activities.

Geographic Scope

This term refers to the extent of the territorial area over which the organization declares itself to operate in and has real impact upon. The organizations in this study have been observed as functioning on either one of two geographic levels: neighborhood or citywide.

The primary basis for the determination of the geographic basis of the organization is the organization. If an organization states that it provides services or is active citywide, we have identified this organization as citywide.

Scope of the Issues

Relates to the distinction we have made between organizations that focus their attention on school issues only and organizations involved with a variety of issues. This distinction was made to determine the degree of variance of impact on school policymaking school issues only organizations have as compared to multi-issue organizations.

Mandated Organizations

These are organizations created by an institution--in this study, primarily school systems--to serve in a representative capacity for a specific community or a group of people in some way affected by the mandating organization.

Ethnic/Social Designation of Membership

If close to 100 percent of the members of an organization are of one ethnic or racial group, that is the group by which the organization is identified in the tables. On the other hand, if an organization's membership has a fairly large participation of individuals from different groups--say a minimum of a 20 percent membership of a second ethnic or racial group--it is identified as having a mixed membership.

The organization and table layout just described aids analysis of members' and leaders' responses according to categories related to the most essential conceptual analysis. Moreover, the multivariate nature of the tables enables us to examine which variable or variables appear to have the most influence in explaining the variance in the functioning of community organizations.

The page which immediately precedes the tabulated questions lists the code number by which each of the 16 organizations is referred to throughout the study and the corresponding number of leadership and membership questionnaires returned by each organization.

In the interest of presenting the responses in a way that enhances clarity and understanding we decided to use two different techniques for recording responses. For questions which sought to obtain information on the individual member or leader, e.g., demographic information, or information related to personal socioeconomic status, we have recorded the responses presenting the actual number of individuals who gave a particular response. We have also used the actual numbers in recording the responses to items which solicit information primarily reflecting the individual's subjective perception of a particular individual situation or set of events, e.g., the responses to questions such as, "does the school board provide strong leadership?" In cases of items of this type, which ask for perceptions, we wanted to see the actual extent of agreement or disagreement in the responses both within and across organizations. The use of numbers for recording the responses, to these questions is the most effective way for showing the true differences.

On the other hand, in recording the responses to questions which ask for factual data, e.g., responses to questions such as, "does the organization have contact with the local education agency?," we have used either X, XX or XXX to record the responses. A single X is used in recording the responses to questions which asked for factual information covering the structure of the organization and the way it functions. Most of these questions either requires a "yes" or "no" response, or they ask the respondent to indicate which of a variety of response choices are applicable to their organization. Since the answers to this type of question tells us about things which either exist or do not exist, we decided that the use of an X to record the existence of at least one positive response would be the most effective way of making visible the differences in the responses of the members and leaders of different types of organizations.

Finally, we use the weighted X's (X, XX, XXX) for recording the responses to questions primarily factual in nature but strongly influenced by the individuals' subjective perceptions of what is important to themselves and the organization; e.g., questions such as, "What have been the major issues for the organization over the past year?" As already indicated, a question which asks the respondent to list the issues the organization has been involved with receives responses very much determined not so much by what the objective external observer would see as the actual fact, but rather by what an individual involved in working on some of these issues perceives them to be. Hence, the use of the weighted X's to reflect the relative agreement among members and leaders of an organization concerning certain things their organizations do or issues it becomes involved in. "X" represents a plurality agreement in the responses to a question; "XX" represents a majority agreement in the responses; and finally "XXX" represents a unanimous response.

In the text of the report, the 16 participating organizations were identified by synonyms to ensure their anonymity. However, in order to simplify the presentation of the data in this Appendix, the organizations will be identified by a number. The following list identifies the name of the organizations in the text and the number which will be used in this Appendix:

1	Braves
2	Peachtrees
3	Falcons
4	Grits
6	Magnolias
7	Patriots
8	Yankees
9	Commons
10	Celtics
11	Fenways
12	Dodgers
13	Margaritas
14	Sunsets
15	Lakers
16	Venturas

Case Number__________

QUESTIONNAIRE RESPONSES

Organization		Membership	Leadership
Braves	1	4	3
Peachtrees	2	10	4
Falcons	3	4	4
Omnis	4	0	2
Grits	5	4	2
Magnolias	6	3	3
Patriots	7	7	6
Yankees	8	5	8
Commons	9	14	7
Celtics	10	10	6
Fenways	11	7	0
Dodgers	12	6	2
Margaritas	13	4	2
Sunsets	14	6	2
Lakers	15	0	1
Venturas	16	5	2
		89	54

Case Number ________

Citizen Participation in Educational Decisionmaking

Membership Questionnaire

This questionnaire will take less than one-half hour of your time.

1. How long have you been a member of this organization? ____________________

2. Did you play any part in the setting-up of the organization?

YES NO (circle)

2a. If yes, describe how? ____________________

____

3. Have you held any office in the organization? YES NO (circle)

3a. If yes, which position and when? ____________________

____

4. How and when did you hear about the organization? ____________________

____

5. Describe why you joined the organization? ____________________

____

6. How often do you attend meetings?

Always Sometimes Never (circle one)

7. If you do not attend meetings, why not? ____________________

____

8. How many meetings, either regular or committee meetings, have you attended in the last 12 months? ____________________

9. Have you had previous membership with other community organizations?

YES NO (circle)

9a. If yes, which ones and when? ____________________

____

10. If a member from the formation of the organization, what were the organization's primary goals at that time? How successful has the organization been in accomplishing these goals? (Please check degree of success.)

Goals	Unsuccessful	Hasn't Really Changed Much	Somewhat Successful	Very Successful

11. Does the organization have the same goals now as it did when it began?

YES NO DON'T KNOW (circle)

Please list the organization's present goals and evaluate organization's current level of success.

Goals	Unsuccessful	Hasn't Really Changed Much	Somewhat Successful	Very Successful

12. Do you feel the organization leadership is doing its job in presenting the organization's goals to the public?

YES NO (circle)

12a. If no, why not? ______________________________

13. Have you had contact with the organization's leadership outside of organizational meetings? ______________________________

13a. If so, how often? ______________________________

14. Have contacts been about organization business, other business, or general social contacts? ______________________________

15. Please indicate, by circling your answer, whether you strongly agree, agree, disagree, or strongly disagree with the following statements: (circle one)

15a. There can be little action taken by the organization unless our elected or appointed leaders approve it first.

1. Strongly Agree 2. Agree 3. Disagree 4. Strongly Disagree

15b. The elected and appointed leaders of the organization often take action or make decisions without consulting the rest of the members.

1. Strongly Agree 2. Agree 3. Disagree 4. Strongly Disagree

16. Does the organization have a paid staff? ____________________

16a. If so, how important are they in decisionmaking? ____________________

____

17. If an important issue arises, and the organization is deciding whether to take action or what action to tak, is there usually: (Check the statement most nearly true)

____ 1. very little difference of opinion among the organization members.

____ 2. some difference of opinion among the organization members, but these differences are usually resolved so that most are satisfied.

____ 3. some differences of opinion among the organization members, and, even after a decision is made, some members are dissatisfied.

____ 4. a great deal of disagreement among the organization members that causes a great deal of dissatisfaction and bad feeling.

18. Does your organization have any contacts with other organizations?

YES NO (circle)

18a. If yes, for what reason? (Exchange of information, proposal for joint action, etc.) ____________________

____

19. Do you belong to or pesonally have contacts with other organizations? ____

____

19a. If so, please list examples ____________________

____

20. Does your organization have any contact with decisionmakers?

YES NO (circle)

20a. If yes, how often, and what kind of contact (face-to-face, telephone, or written)? ____________________

20b. Who initiates the contact? ____________________

21. Do you personally ever have contact with school decisionmakers?

YES NO (circle)

22. Do you feel that almost all of the people running the school system are people who usually know what they are doing?

YES NO (circle)

23. Would you say that the school system is run for the benefit of the children?

YES NO (circle)

24. Do you think the superintendent provides strong leadership?

YES NO (circle)

24a. Do you know who the superintendent is? (Give name) ____________________

____

25. Does the school board provide strong leadership?

YES NO (circle)

26. How does the organization decide to become involved with an issue ____________________

____

____

27. What have been the major issues for the organization over the past year?

1. ____________________
2. ____________________
3. ____________________

28. What has been the organization's main source of information regarding these issues? (Local education agency? Other organizations? Developed internally?) ____________________

____

____

29. Are there any other groups that you know of involved in the same issues?

YES NO (circle)

29a. If so, please name the groups.

____

____

____

30. Has the organization worked with any of these groups during the past year?

YES NO (circle)

30a. If yes,

Group	Issue
1.	
2.	
3.	

31. Please briefly describe any actions the organizations has taken related to the issues listed in Question 27.

Issue	Action
1.	
2.	
3.	

32. How effective has the organization been in dealing with these issues? (Please check)

Issue	Very Effective	Somewhat Effective	No Effect
1.			
2.			
3.			

33. Please indicate your feelings about involvement and influence of your organization in the following areas.

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	Organization has input and is consulted	Organization should have input and be consulted
A. Curriculum/programming		
B. Budget		
C. Selection of Personnel		
1. Teachers		
2. Principals		
3. Other Administrators (i.e., Area or District Superintendent)		

34. Do you feel the organization should be involved in community development. (neighborhood stabilization, public services, etc.)?

YES NO (circle)

35. Has the organization had any impact on community development?

YES NO (circle)

35a. If yes, what kind of impact: ________________________________

____

We would like some information about you and your family so that we can better understand the organization's membership.

36. Are you a registered voter? YES NO (circle)

37. Please indicate how often in the past 5 years you have done the following things.

	Never	1 or 2 times	3 or 4 times	5 or more times
37a. Written or talked to a city public official about a public issue				
37b. Worked in the campaign of a candidate for a city office				
37c. Voted in a city election				

38. Family status (circle one)

Single   Married   Separated   Divorced   Widowed

39. How much did you and the members of your immediate family (living in your house) make last year before taxes? (check one)

_____ Under \$40,000   _____ \$4,000-\$8,000   _____ \$8,000-\$12,000

_____ \$12,000-\$16,000   _____ \$16,000-\$20,000   _____ \$20,000-\$24,000

_____ Above \$24,000

40. Do you receive public assistance or welfare?   YES   NO   (circle)

41. What is your occupation? (If retired, use last full-time job.) ____________

____

41a. Briefly describe what the job involves. ____________________

____

41b. If you are not the major wage earner in your home, what is the occupation of the wage earner? ____________________

____

41c. Briefly describe what the job involves. ____________________

____

42. Do you have children?   YES   NO   (circle)

42a. If so, how many? ____________________

43. Do the children who are of school age (under age 18) attend: (please check)

Public School ____________________

Private School ____________________

Not in School ____________________

44. Are you an active member of the Parents and Teachers Association (PTA)?

YES   NO   (circle)

44b. If yes, do you hold any major office? ____________________

45. Does your family own or rent its housing?

RENT   OWN   (circle)

46. How long have you lived in this city? ______________________

46a. If less than 3 years, where did you live before this? (City, State)

____

47. What is the highest grade of school you have completed? ______________

47a. If above the 12th grade, degrees earned, major and year received.

____

48. What is your religious background? (check one)

Protestant __________ Jewish __________

Catholic __________ Other (specify) __________

49. Sex: MALE FEMALE (circle)

50. Age: Date of birth ______________________

51. Race: (circle one)

Black Hispanic Native American

White Asian Other (specify)

Case Number ________

Citizen Participation in Educational Decisionmaking

Leadership Questionnaire

This questionnaire will take less than one-half hour of your time.

1. How many months (years) have you been a member of the above organization?

____

2. Did you play any part in the setting-up of the organization:

YES NO (circle)

2a. If yes, briefly describe in what roles (or "ways"). ________________

____

3. What is your position in the organization? ________________

3a. Is this position (circle one) appointed, elected, self-initiated?

4. How long have you held this position? ________________

5. Have you held any other leadership position within the organization? ______

____

5a. If yes, what position and for how long? ________________

6. Are you a member of any other citizen organization?

YES NO (circle)

6a. If yes, give example(s). ________________

6b. Do you hold an office in another organization? ________________

7. Does the organization have a written constitution or statement of purpose?

YES NO (circle)

7a. Does the organization have bylaws? YES NO (circle)

7b. If the organization doesn't have a written constitution or bylaws, state reason. ________________

____

8. Does the organization have any elected officers?

YES NO (circle)

8a. If yes, how often are elections held? ____________________

8b. If yes, how many leaders are elected and for what positions? ________

____

____

9. Does the organization have any appointed officers?

YES NO (circle)

9a. If yes, who appoints them? ____________________

9b. If yes, how many leaders are appointed and for which positions? ______

____

10. How long has the organization been in existence? ____________________

11. Does the organization have any affiliation with a national, State or local organization? YES NO (circle)

11a. If yes, what organization(s)? ____________________

12. Does organization have regular contacts with school administration?

YES NO (circle)

12a. If yes, does a liaison person meet with school administration on a regular basis? YES NO (circle)

13. Does organization have regular contacts with local and city elected leaders?

YES NO (circle)

13a. If yes, do meetings occur on regular basis? YES NO (circle)

14. Do leaders in your area/school work with leaders in other areas/schools in your city? YES NO (circle)

14a. If yes, do these leaders meet on a regular basis? YES NO (circle)

15. What is the source, if any, of funding for the organization (dues, donations, grants, foundations, government funds, etc.)? ____________________

____

[illegible] ________

Citizen Participation in Educational Decisionmaking

Membership Questionnaire

This questionnaire will take less than one-half hour of your time.

1. How long have you been a member of this organization? ____________

2. Did you play any part in the setting-up of the organization?

YES NO (circle)

2a. If yes, describe how? ____________

____

3. Have you held any office in the organization? YES NO (circle)

3a. If yes, which position and when? ____________

____

4. How and when did you hear about the organization? ____________

____

5. Describe why you joined the organization? ____________

____

6. How often do you attend meetings?

Always Sometimes Never (circle one)

7. If you do not attend meetings, why not? ____________

____

8. How many meetings, either regular or committee meetings, have you attended in the last 12 months? ____________

9. Have you had previous membership with other community organizations?

YES NO (circle)

9a. If yes, which ones and when? ____________

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10. If a member from the formation of the organization, what were the organization's primary goals at that time? How successful has the organization been in accomplishing these goals? (Please check degree of success.)

Goals	Unsuccessful	Hasn't Really Changed Much	Somewhat Successful	Very Successful

11. Does the organization have the same goals now as it did when it began?

YES NO DON'T KNOW (circle)

Please list the organization's present goals and evaluate organization's current level of success.

Goals	Unsuccessful	Hasn't Really Changed Much	Somewhat Successful	Very Successful

12. Do you feel the organization leadership is doing its job in presenting the organization's goals to the public?

YES NO (circle)

12a. If no, why not? ______________________________

13. Have you had contact with the organization's leadership outside of organizational meetings? ______________________________

13a. If so, how often? ______________________________

14. Have contacts been about organization business, other business, or general social contacts? ______________________________

15. Please indicate, by circling your answer, whether you strongly agree, agree, disagree, or strongly disagree with the following statements: (circle one)

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20a. If yes, how often, and what kind of contact (face-to-face, telephone, or written)? ______________________________

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YES NO (circle)

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YES NO (circle)

23. Would you say that the school system is run for the benefit of the children?

YES NO (circle)

24. Do you think the superintendent provides strong leadership?

YES NO (circle)

24a. Do you know who the superintendent is? (Give name) ______________________________

____

25. Does the school board provide strong leadership?

YES NO (circle)

26. How does the organization decide to become involved with an issue ______________________________

____

____

27. What have been the major issues for the organization over the past year?

1. ______________________________
2. ______________________________
3. ______________________________

28. What has been the organization's main source of information regarding these issues? (Local education agency? Other organizations? Developed internally?) ______________________________

____

____

29. Are there any other groups that you know of involved in the same issues?

YES NO (circle)

29a. If so, please name the groups.

____

____

____

30. Has the organization worked with any of these groups during the past year?

YES NO (circle)

30a. If yes,

Group	Issue
1.	
2.	
3.	

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1.	
2.	
3.	

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Issue	Very Effective	Somewhat Effective	No Effect
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2.			
3.			

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	Organization has input and is consulted	Organization should have input and be consulted
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B. Budget		
C. Selection of Personnel		
1. Teachers		
2. Principals		
3. Other Administrators (i.e., Area or District Superintendent)		

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YES NO (circle)

35. Has the organization had any impact on community development?

YES NO (circle)

35a. If yes, what kind of impact: ______________________________

____

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37. Please indicate how often in the past 5 years you have done the following things.

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37b. Worked in the canaign of a candidate for a city office				
37c. Voted in a city election				

38. Family status (circle one)

Single Married Separated Divorced Widowed

39. How much did you and the members of your immediate family (living in your house) make last year before taxes? (check one)

_____ Under $40,000 _____ $4,000-$8,000 _____ $8,000-$12,000

_____ $12,000-$16,000 _____ $16,000-$20,000 _____ $20,000-$24,000

_____ Above $24,000

40. Do you receive public assistance or welfare? YES NO (circle)

41. What is your occupation? (If retired, use last full-time job.) __________

____

41a. Briefly describe what the job involves. __________

____

41b. If you are not the major wage earner in your home, what is the occupation of the wage earner? __________

____

41c. Briefly describe what the job involves. __________

____

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42a. If so, how many? __________

43. Do the children who are of school age (under age 18) attend: (please check)

Public School __________

Private School __________

Not in School __________

44. Are you an active member of the Parents and Teachers Association (PTA)?

YES NO (circle)

44b. If yes, do you hold any major office? __________

45. Does your family own or rent its housing?

RENT OWN (circle)

46. How long have you lived in this city? ______________________________

46a. If less than 3 years, where did you live before this? (City, State)

____

47. What is the highest grade of school you have completed? ________________

47a. If above the 12th grade, degrees earned, major and year received.

____

48. What is your religious background? (check one)

Protestant __________ Jewish __________

Catholic __________ Other (specify) __________

49. Sex: MALE FEMALE (circle)

50. Age: Date of birth ______________________________________

51. Race: (circle one)

Black Hispanic Native American

White Asian Other (specify)

Leadership Questionnaire

This questionnaire will take less than one-half hour of your time.

1. How many months (years) have you been a member of the above organization?

____

2. Did you play any part in the setting-up of the organization?

YES NO (circle)

2a. If yes, briefly describe in what roles (or "ways"). ______________

____

3. What is your position in the organization? ______________

3a. Is this position (circle one) appointed, elected, self-initiated?

4. How long have you held this position? ______________

5. Have you held any other leadership position within the organization? ______

____

5a. If yes, what position and for how long? ______________

6. Are you a member of any other citizen organization?

YES NO (circle)

6a. If yes, give example(s). ______________

6b. Do you hold an office in another organization? ______________

7. Does the organization have a written constitution or statement of purpose?

YES NO (circle)

7a. Does the organization have bylaws? YES NO (circle)

7b. If the organization doesn't have a written constitution or bylaws, state reason. ______________

____

8. Does the organization have any elected officers?

YES NO (circle)

8a. If yes, how often are elections held? ____________

8b. If yes, how many leaders are elected and for what positions? ____________

____

____

9. Does the organization have any appointed officers?

YES NO (circle)

9a. If yes, who appoints them? ____________

9b. If yes, how many leaders are appointed and for which positions? ____________

____

10. How long has the organization been in existence? ____________

11. Does the organization have any affiliation with a national, State or local organization? YES NO (circle)

11a. If yes, what organization(s)? ____________

12. Does organization have regular contacts with school administration?

YES NO (circle)

12a. If yes, does a liaison person meet with school administration on a regular basis? YES NO (circle)

13. Does organization have regular contacts with local and city elected leaders?

YES NO (circle)

13a. If yes, do meetings occur on regular basis? YES NO (circle)

14. Do leaders in your area/school work with leaders in other areas/schools in your city? YES NO (circle)

14a. If yes, do these leaders meet on a regular basis? YES NO (circle)

15. What is the source, if any, of funding for the organization (dues, donations, grants, foundations, government funds, etc.)? ____________

____

15a. In what ways are the funds used? (circle)

Salaries Publications Public Relations

Consultants Research Other (specify)

16. Do you maintain a regular staff? YES NO (circle)

16a. If yes, are they paid or volunteers? ____________________

17. What is the organization's total membership? ____________ (number)

17a. What percentage are active members? ____________________

18. Do you recruit new members for your organization? YES NO (circle)

18a. If no, why not? ____________________

18b. If yes, are there any specific requirements? qualifications? ______

____

18c. If yes, how does such recruitment take place? ____________

____

19. How often does the organization meet? ____________________

20. What is the organization's chain of command? ____________

21. Would you say that the organization represents the opinions of most of its members on issues? YES NO (circle)

21a. If no, why not? ____________________

22. Has the organization been involved with community development issues outside school issues? ____________________

22a. If there has been none, do you feel that there is a need for involvement in community development issues?

YES NO (circle)

23. What, as you see them, are the primary goals of the organization? (record below)

23a. How successful, so far, has the organization been in accomplishing each of these goals? (record below) (successful, very successful, somewhat successful, unsuccessful)

23b. Goals	Successful	Very Successful	Somewhat Successful	Unsuccessful
1				
2				
3				
4				
5				

24. Has the organization changed its focus since its inception and since your involvement? ______

25. If such a change has taken place, who participated in altering or reversing the organization's goals (membership, staff, leadership)? ______

______

26. What have been the main obstacles in the organization's achievement of its goals? ______

______

26a. Do you also include any government agencies or officials as obstacles?

YES NO (circle)

26b. If yes, which ones? ______

27. In view of these goals, what specific issues has your organization been involved in. ______

______

27a. What your organization to be interested in these issues? ______

______

27b. What specific actions have been taken by the organization on these issues? ______

______

28. Who initiated these issues within the organization (membership, leadership, staff)? ______

29. To achieve these goals to whom should your group be able to turn for assistance? ______________________

29a. Who have you received assistance from? ______________

30. Are there any other groups involved in the same issues?

YES NO (circle)

30a. If so, please list the major groups and whether they have worked with you or against you.

1. ______________________

2. ______________________

31. Has your organization ever worked with other groups to accomplish shared objectives? YES NO (circle)

31a. If yes, state organization and issue. ______________

____

31b. What was the result of this joint action? ______________

____

32. What agencies (State, local or Federal) have you cooperated with on these issues? (State issue and agency.) ______________

____

____

33. What organizations or agencies have you been in conflict with over these issues? (State issue and conflict) ______________

____

____

34. Has your organization held joint meetings with other organizations?

YES NO (circle)

34a. If yes, for what purpose? (social, fund raising, joint project, to discuss a common problem) ______________

____

35. By whom are decisions generally made in your organization? (circle one)

Leadership   Membership vote

By Committee   Other (specify)

36. Does the organization have contact with the local education agency?

YES   NO   (circle)

36a. If so, how often? ____________________

Who initiates? ____________________

What type (face-to-face, telephone, written)? ____________

37. If so, who maintains the contact and how frequent are the contacts? ______

____

38. Does the organization have access to information from the local education agency?   YES   NO   (circle)

39. Does the organization receive information from other sources?

YES   NO   (circle)

39a. If yes, please list sources. ____________________

____

40. Do you feel that the organization has an impact on school policy?

YES   NO   (circle)

40a. If yes, how? ____________________

40b. If no, who not? ____________________

41. Have you had contact with the members of the organization outside of organizational meetings?   YES   NO   (cirle)

41a. If yes, in what form (telephone, letter, face-to-face)? ____________

____

42. Please indicate your feelings about involvement and influence of your organization in the following areas:

	Organization has input and is consulted	Organization should have input and be consulted
A. Curriculum/programming		
B. Budget		
C. Selection of personnel		
1. Teachers		
2. Principals		
3. Other administrators (i.e., Area or District Superintendent)		

We would like some information about you and your family so that we can have a better understanding of the organization's leadership.

43. Are you a registered voter? YES NO (circle)

44. Has your organization had any direct involvement with any political party?

YES NO (circle)

44a. If yes, please specify the nature of the contacts. ________________

____

45. Please indicate how often in the past 5 years you have done the following things.

	Never	1 or 2 times	3 or 4 times	5 or more times
Written or talked to a city public official about a public issue				
Worked in the campaign of a candidate for a city office				
Voted in a city election				

46. Family Status (circle one)

Married Single Separated Widowed Divorced

47. How much did you and the members of your immediate faily (living in your house) make last year before taxes? (check one)

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____ under $4,000 ____ $4,000-$8,000 ____ $8,000-$12,000

____ $12,000-$16,000 ____ $16,000-$20,000 ____ $20,000-$24,000

____ above $24,000

48. Do you receive public assistance or welfare? YES NO (circle)

49. What is your occupation? (If retired use last full-time job.) ____________

____

49a. Briefly describe what the job involves. ____________

49b. If you are not the major wage earner in your home, what is the occupation of the wage earner? ____________

49c. Briefly describe what the job involves. ____________

50. Do you have any children? YES NO (circle)

50a. If yes, how many? ____________

51. Do the children who are of school age (under age 16) attend: (please check)

public schools ____________

private schools ____________

not in school ____________

52. Are you an active member of the Parents and Teachers Association (PTA) or the Home and School Association? YES NO (circle)

52a. If yes, do you hold any major office? ____________

53. Does your family own or rent its housing? OWN RENT (circle)

54. How long have you lived in this city? ____________

54a. If less than 3 years, where did you live before this? (City, State)

____

55. What is the highest grade of school you have completed? ____________

____

56. What is your religious background? (check one)

Protestant ________ Jewish ________

Catholic ________ Other ________ (specify)

57. Sex: (circle one) Male Female

58. Age: Date of birth ____________________

59. Race: (circle one)

Black	Hispanic	Native American
White	Asian	Other (specify)

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M = MEMBERSHIP

M

#11. Does the organization have the same goals now as it did when it began?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	Don't Know/ N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	4	1	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	8		2
	Service	City-Wide	School Issues Only	8 (Other)	1	1	3
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)	3	1	3
				^{o}12 (B&H)	2		4
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	2		2
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	3		11
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	2	1	1
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)	1	2	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	3		1
				7 (H)	3	1	3
	Service	Neighborhood	Multi-Issue	5 (Other)		4	
				10 (B)	6	1	3
	Service	Neighborhood	School Issues Only	14 (H)	3	3	

* "A" represents advisory; "a" represents advocacy; "S" represents service.

** "B" indicates organizations in which a majority of the members are Black; "H" indicates organizations in which a majority of the members are Hispanic; "Other" indicates organizations in which a majority of the members are of ethnic or racial backgrounds other than Black or Hispanic.
"O" indicates mandated organizations.

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#12. Do you feel the organization leadership is doing its job in presenting the organization's goals to the public?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	3	2	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	10		
	Service	City-Wide	School Issues Only	8 (Other)	5		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	7		
				°12 (B&H)	6		
	Advisory	Neighborhood	Multi-Issue	°3 (B)	4		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	8	2	4
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	1	3	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)	3		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	4		
				7 (H)	7		
				5 (Other)	4		
	Service	Neighborhood	Multi-Issue	10 (B)	9		1
	Service	Neighborhood	School Issues Only	14 (H)	3	3	

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#15. Please indicate whether you strongly agree disagree, or strongly disagree with the following statements:

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	a. There can be little action taken by the organization unless our elected or appointed leaders approve it first.					b. The elected and appointed leaders of the organization often take action or make decisions without consulting the rest of the members.				
					Strongly Agree	Agree	Disagree	Strongly Disagree	N/R	Strongly Agree	Agree	Disagree	Strongly Disagree	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)										
	Advocacy	City-Wide	Multi-Issue	16 (Other)	2	2	0	0	1	1	0	2	1	1
	Advocacy	Neighborhood	School Issues Only	2·(Other)	2	6	1	0	1	0	3	7	0	0
	Service	City-Wide	School Issues Only	8 (Other)	0	1	3	0	1	0	1	3	0	1
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	0	1	2	1	3	0	3	2	2	0
				°12 (B&H)	0	0	4	2	0	0	0	2	4	0
	Advisory	Neighborhood	Multi-Issue	°3 (B)	1	1	1	0	1	0	0	2	0	2
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	4	3	6	0	1	13	1	0	0	0
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	1	1	1	1	0	1	1	1	1	0
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)										
				6 (B)	1	1	1	0	0	0	0	2	1	0
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	1	0	1	1	1	0	4	0	0	0
				7 (H)	0	3	1	1	2	0	1	3	3	0
	Service	Neighborhood	Multi-Issue	5 (Other)	0	3	1	0	0	0	1	2	1	0
				10 (B)	1	5	2	1	1	1	3	3	1	2
	Service	Neighborhood	School Issues Only	14 (H)	0	1	2	3	0	0	1	0	0	5

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	#16. Does the organization have a paid staff?			16a. If so, how important are they in decision making?				
					YES	NO	N/R	Not Important	Somewhat Important	Important	Very Important	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)								
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X			X				
	Advocacy	Neighborhood	School Issues Only	2 (Other)		X						
	Service	City-Wide	School Issues Only	8 (Other)	X						X	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)	X					X		
				^{o}12 (B&H)		X						
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	X						X	
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)		X						
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	X							X
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)								
				6 (B)		X						
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X						X	
				7 (H)	X					X		
				5 (Other)	X					X	X	
	Service	Neighborhood	Multi-Issue	10 (B)	X					X		
	Service	Neighborhood	School Issues Only	14 (H)	X						X	

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#17. If an important issue arises and the organization is deciding whether to take action or what action to take, is there usually:

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Very little difference of opinion among the organization members.	Some difference of opinion among the organization members but these are usually resolved so that most are satisfied.	Some differences of opinion among the organization members, and even after a decision is made some members are dissatisfied.	A great deal of disagreement among the organization members that causes a great deal of dissatisfaction and bad feelings.	N/I
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)					
	Advocacy	City-Wide	Multi-Issue	16 (Other)		4			1
	Advocacy	Neighborhood	School Issues Only	2 (Other)		9			1
	Service	City-Wide	School Issues Only	8 (Other)	1	1			3
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	4	2			1
				°12 (B&H)		6			
	Advisory	Neighborhood	Multi-Issue	°3 (B)		4			
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	2	11	1		
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)			3	1	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)					
				6 (B)		3			
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		4			
				7 (H)	1	6			
				5 (Other)		4			
	Service	Neighborhood	Multi-Issue	10 (B)	1	5	2	1	2
	Service	Neighborhood	School Issues Only	14 (H)	1	5			

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Characteristics of Membership
- Role in the organization
- Political activities
- SES
- Demographics

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	M #2. Did you play any part in the setting up of the organization?			#3. Have you held any office in the organization?		
					YES	NO	N/R	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)						
	Advocacy	City-Wide	Multi-Issue	16 (Other)		5		3	2	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	5	5		6	4	
	Service	City-Wide	School Issues Only	8 (Other)	5			2	3	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	2	5		3	4	
				°12 (B&H)		6		3	3	
	Advisory	Neighborhood	Multi-Issue	°3 (B)		4		1	3	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)		14		2	12	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	2	2		2	2	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)						
				6 (B)	2	1		2	1	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		4		3	1	
				7 (H)	2	4	1	1	5	1
	Service	Neighborhood	Multi-Issue	5 (Other)	2	2		2	2	
				10 (B)	1	8	1	1	8	1
	Service	Neighborhood	School Issues Only	14 (H)		4	2	6		

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#6. How often do you attend meetings?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	#6. How often do you attend meetings?			
					Always	Sometimes	Never	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)				
	Advocacy	City-Wide	Multi-Issue	16 (Other)	3	2		
	Advocacy	Neighborhood	School Issues Only	2 (Other)	5	5		
	Service	City-Wide	School Issues Only	8 (Other)	1	3		1
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	7			
				°12 (B&H)	5	1		
	Advisory	Neighborhood	Multi-Issue	°3 (B)	2	2		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	9		5	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	4			
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)				
				6 (B)	2	1		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	3	1		
				7 (H)	4	3		
				5 (Other)		4		
	Service	Neighborhood	Multi-Issue	10 (B)	3	4	2	1
	Service	Neighborhood	School Issues Only	14 (H)	6			

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#8. How many meetings, either regular or committee meetings, have you attended in the last 12 months?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	NONE	1 - 10	11 - 20	21+	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)					
	Advocacy	City-Wide	Multi-Issue	16 (Other)			2	1	2
	Advocacy	Neighborhood	School Issues Only	2 (Other)		5	4	1	
	Service	City-Wide	School Issues Only	8 (Other)	2	3			
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)			1	3	3
				°12 (B&H)	1	5			
	Advisory	Neighborhood	Multi-Issue	°3 (B)		2		2	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	5	8			1
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)			1	3	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)					
				6 (B)		1	1		1
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		1	1	1	1
				7 (H)		1		5	1
	Service	Neighborhood	Multi-Issue	5 (Other)				4	
				10 (B)				4	6
	Service	Neighborhood	School Issues Only	14 (H)		5			1

M
#36. Are you a registered voter?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	5		
	Advocacy	Neighborhood	School Issues Only	2 (Other)	10		
	Service	City-Wide	School Issues Only	8 (Other)	5		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)	6		1
				^{o}12 (B&H)	6		
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	4		
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	12	1	1
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	4		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)	3		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	3	1	
				7 (H)	7		
	Service	Neighborhood	Multi-Issue	5 (Other)	4		
				10 (B)	5	3	2
	Service	Neighborhood	School Issues Only	14 (H)	6		

M
#37a. Please indicate how often in the past five years you have:

Written or talked to a city public official about a public issue.

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	NEVER	1 or 2 times	3 or 4 times	5 or more times	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)					
	Advocacy	City-Wide	Multi-Issue	16 (Other)				5	
	Advocacy	Neighborhood	School Issues Only	2 (Other)		2	3	4	1
	Service	City-Wide	School Issues Only	8 (Other)				5	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	2	3	1		1
				°12 (B&H)	1	3	2		
	Advisory	Neighborhood	Multi-Issue	°3 (B)		1	2	1	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	2	10	2		
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)			1	3	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)					
				6 (B)			1	2	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	2			2	
				7 (H)	5		2		
	Service	Neighborhood	Multi-Issue	5 (Other)		1		3	
				10 (B)	3	2	1	2	2
	Service	Neighborhood	School Issues Only	14 (H)	1	2		3	

H

#37. Continued

Worked in a campaign of a candidate for a city office.

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	NEVER	1 or 2 times	3 or 4 times	5 or more times	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)					
	Advocacy	City-Wide	Multi-Issue	16 (Other)		1	1	3	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	1	3	3	2	1
	Service	City-Wide	School Issues Only	8 (Other)				4	1
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)	6	1			
				^{o}12 (B&H)	2	4			
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	2		1		1
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	5	9			
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)		1	1	2	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)					
				6 (B)		1		2	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	2	1		1	
				7 (H)	7				
	Service	Neighborhood	Multi-Issue	5 (Other)		3	1		
				10 (B)	6		2		2
	Service	Neighborhood	School Issues Only	14 (H)	3	1		2	

#^{M}37. Continued

Voted in a city election.

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	NEVER	1 or 2 times	3 or 4 times	5 or more times	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)					
	Advocacy	City-Wide	Multi-Issue	16 (Other)			1	4	
	Advocacy	Neighborhood	School Issues Only	2 (Other)		1	1	7	1
	Service	City-Wide	School Issues Only	8 (Other)				5	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)	2	1			4
				^{o}12 (B&H)	1			5	
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)			1	3	
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	1	1	1	10	1
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)			1	3	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)					
				6 (B)				3	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	2			1	1
				7 (H)	5	1			1
				5 (Other)				4	
	Service	Neighborhood	Multi-Issue	10 (B)	2	1	1	4	2
	Service	Neighborhood	School Issues Only	14 (H)		2		4	

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#39. How much did you and the members of your immediate family (living in your house) make last year before taxes?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	less than $8,000	$8,001 - 12,000	$12,001 - 16,000	$16,001 - 20,000	$20,001 24,000	Above $24,000	N/
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)							
	Advocacy	City-Wide	Multi-Issue	16 (Other)						4	1
	Advocacy	Neighborhood	School Issues Only	2 (Other)				1	1	5	3
	Service	City-Wide	School Issues Only	8 (Other)	1	1	1	1	1		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)		1	1	2	1		2
				^{o}12 (B&H)	3			3			
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	1					2	1
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	11	3					
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)		1	1	1	1		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)							
				6 (B)							3
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	1	1	1		1		
				7 (H)	1		1	2		1	2
	Service	Neighborhood	Multi-Issue	5 (Other)		2					2
				10 (B)	3	2		1			4
	Service	Neighborhood	School Issues Only	14 (H)		2	1	1		2	

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#40. Do you receive public assistance or welfare?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)		5	
	Advocacy	Neighborhood	School Issues Only	2 (Other)		9	1
	Service	City-Wide	School Issues Only	8 (Other)		5	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)		4	3
				°12 (B&H)		5	1
	Advisory	Neighborhood	Multi-Issue	°3 (B)		4	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	10	3	1
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)		4	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)		2	1
				1 (B)		4	
	Mixed (S&a)	City-Wide	Multi-Issue	7 (H)		7	
				5 (Other)		4	
	Service	Neighborhood	Multi-Issue	10 (B)	1	8	1
	Service	Neighborhood	School Issues Only	14 (H)		5	1

M

#41. What is your occupation?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Unskilled Laborer	Skilled Laborer	Service Delivery	Clerical	Managerial	Professional	Housewives	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)								
	Advocacy	City-Wide	Multi-Issue	16 (Other)			2			1	2	
	Advocacy	Neighborhood	School Issues Only	2 (Other)			3		1		6	
	Service	City-Wide	School Issues Only	8 (Other)			2		2	1		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)			2			1	1	1
				°12 (B&H)			6					
	Advisory	Neighborhood	Multi-Issue	°3 (B)			2			2		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)		1	12					1
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)			1		1	1	1	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)								
				6 (B)							1	2
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		1	2		1			
				7 (H)			2			1		4
	Service	Neighborhood	Multi-Issue	5 (Other)				1	2			1
				10 (B)	1		1	2	1	1		4
	Service	Neighborhood	School Issues Only	14 (H)			2		1	1	1	1

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	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	#42. Do you have any children?			#42a. If so, how many?				
					YES	NO	N/R	1-2	3-5	6-8	9+	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)								
	Advocacy	City-Wide	Multi-Issue	16 (Other)	3	2		2	1			
	Advocacy	Neighborhood	School Issues Only	2 (Other)	10			5	5			
	Service	City-Wide	School Issues Only	8 (Other)	5			2	2	1		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	6	1		3	2		1	
				°12 (B&H)	6			1	2	2		1
	Advisory	Neighborhood	Multi-Issue	°3 (B)	3	1			2	1		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	14			5	4	2	2	1
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	4			1	2	1		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)								
				6 (B)	1	1	1	1				
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	1	3		1				
				7 (H)	3	4			2			1
				5 (Other)	2	2		1	1			
	Service	Neighborhood	Multi-Issue	10 (B)	5	4	1	2		1		2
	Service	Neighborhood	School Issues Only	14 (H)	4	2		2	1	1		

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#43. Do the children who are of school age (under 18) attend public school, private school, or not in school?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Public School	Private School	Not in School
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)			
	Advocacy	Neighborhood	School Issues Only	2 (Other)	10		
	Service	City-Wide	School Issues Only	8 (Other)	5	1	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	5	1	
				°12 (B&H)	4		1
	Advisory	Neighborhood	Multi-Issue	°3 (B)	1		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	10		3
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	2		2
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)			1
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	1		
				7 (H)	2	1	
	Service	Neighborhood	Multi-Issue	5 (Other)			1
				10 (B)	2	1	
	Service	Neighborhood	School Issues Only	14 (H)	3	2	

					M #45. Does your family own or rent its housing?		
	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Rent	Own	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	5		
	Advocacy	Neighborhood	School Issues Only	2 (Other)	9		1
	Service	City-Wide	School Issues Only	8 (Other)	1	4	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)	6	1	
				^{o}12 (B&H)	2	4	
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)		4	
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	14		
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)		4	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)		2	1
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	2	1	1
				7 (H)	1	4	2
				5 (Other)	2	2	
	Service	Neighborhood	Multi-Issue	10 (B)	7	2	1
	Service	Neighborhood	School Issues Only	14 (H)	3	3	

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#47. What is the highest grade of school you have completed?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Less than 12 years	High School Graduate	Studied beyond H.S.-e.g. trade school	College B.A.	Post Graduate	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)						
	Advocacy	City-Wide	Multi-Issue	16 (Other)			1	4		
	Advocacy	Neighborhood	School Issues Only	2 (Other)			2	7		1
	Service	City-Wide	School Issues Only	8 (Other)	1		1		3	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	3	4				
				°12 (B&H)		6				
	Advisory	Neighborhood	Multi-Issue	°3 (B)		1		1	2	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	11	2				1
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)		2	1	1		
				15 (B)						
	Mixed (S&a)	Neighborhood	Multi-Issue	6 (B)	2	1				
				1 (B)		1	1	2		
	Mixed (S&a)	City-Wide	Multi-Issue	7 (H)		2		2		3
				5 (Other)	1	2	1			
	Service	Neighborhood	Multi-Issue	10 (B)	1	3	3	2		1
	Service	Neighborhood	School Issues Only	14 (H)	2			1	3	

M
#49. Sex

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Male	Female	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)		5	
	Advocacy	Neighborhood	School Issues Only	2 (Other)		9	1
	Service	City-Wide	School Issues Only	8 (Other)	1	4	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	2	4	1
				°12 (B&H)		6	
	Advisory	Neighborhood	Multi-Issue	°3 (B)	1	3	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	4	10	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	2	2	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)		2	1
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	2	2	
				7 (H)		7	
				5 (Other)	1	3	
	Service	Neighborhood	Multi-Issue	10 (B)	5	4	1
	Service	Neighborhood	School Issues Only	14 (H)	2	2	2

M
#50. Age

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Less than 35	36-49	50+	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)				
	Advocacy	City-Wide	Multi-Issue	16 (Other)	1		4	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	3	3	1	3
	Service	City-Wide	School Issues Only	8 (Other)	1	2	1	1
LOWER INCOME	Advisory	Neighborhood	School Issues Only	o11 (B&H)	4	1		2
				o12 (B&H)	2	2	2	
	Advisory	Neighborhood	Multi-Issue	o3 (B)		1	1	2
	Mixed (A&a)	Neighborhood	Multi-Issue	o9 (B)	3		3	8
	Mixed (A&a)	City-Wide	School Issues Only	o13 (H)		3		1
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)				
				6 (B)			2	1
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	4			
				7 (H)	3	2		2
				5 (Other)	2	1	1	
	Service	Neighborhood	Multi-Issue	10 (B)	7		1	2
	Service	Neighborhood	School Issues Only	14 (H)	4	1	1	

M

#51. What is your race?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Black	Hispanic	Asian	White	Native American	Other	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)							
	Advocacy	City-Wide	Multi-Issue	16 (Other)	1			4			
	Advocacy	Neighborhood	School Issues Only	2 (Other)				9			1
	Service	City-Wide	School Issues Only	8 (Other)	1			3		1	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)	4	2					1
				^{o}12 (B&H)	5	1					
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	4						
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	13	1					
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)		4					
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)							
				6 (B)	3						
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	1			3			
				7 (H)		6		1			
				5 (Other)				3	1		
	Service	Neighborhood	Multi-Issue	10 (B)	7	2					1
	Service	Neighborhood	School Issues Only	14 (H)		6					

Issue involvement;
goals; members' perceptions
of the organization's
effectiveness.

M

#10. If a member from the formation of the organization, what were the organization's primary goals at that time/ How successful has the organization been in accomplishing these goals?

A. Interest in effecting changes in Non-Policy School System decisions***

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Unsuccessful	Hasn't really changed much	Somewhat Successful	Very Successful
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)				
	Advocacy	City-Wide	Multi-Issue	16 (Other)				
	Advocacy	Neighborhood	School Issues Only	2 (Other)				X
	Service	City-Wide	School Issues Only	8 (Other)			X	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)			X	
				^{o}12 (B&H)				
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)			X	
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)				
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)			X	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)				
				6 (B)				X
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)				
				7 (H)				
	Service	Neighborhood	Multi-Issue	5 (Other)			X	
				10 (B)				
	Service	Neighborhood	School Issues Only	14 (H)			X	

***The members of organizations 4, 16, 12, 9, 1, 7 and 10 do not identify the goal to achieve changes in non policy school system decisions as an original goal of their organization.

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#10. Continued

B. Interest in effecting Community Development***

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Unsuccessful	Hasn't really Changed much	Somewhat Successful	Very Successful
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)				
	Advocacy	City-Wide	Multi-Issue	16 (Other)				
	Advocacy	Neighborhood	School Issues Only	2 (Other)				X
	Service	City-Wide	School Issues Only	8 (Other)			X	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)			X	
				°12 (B&H)				
	Advisory	Neighborhood	Multi-Issue	°3 (B)			X	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)			X	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)				
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)				
				6 (B)				
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)				
				7 (H)	X			
	Service	Neighborhood	Multi-Issue	5 (Other)				
				10 (B)			X	X
	Service	Neighborhood	School Issues Only	14 (H)			X	

***The members of organizations 4, 16, 12, 13, 6 and 1 do not identify the interest to achieve Community Development -- as an original goal of their organizations.

M

#27. What have been the major issues for the organization over the past year?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	School Issues	Non-school System Education	Community Development Issues	Political Issues
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)				
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X		X	XX
	Advocacy	Neighborhood	School Issues Only	2 (Other)	XX		X	
	Service	City-Wide	School Issues Only	8 (Other)	XX		X	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	XX		XX	
				°12 (B&H)		X	XX	
	Advisory	Neighborhood	Multi-Issue	°3 (B)	XX	X	X	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	XX		X	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	XXX			
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)				
				6 (B)			XXX	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	XX		X	X
				7 (H)	X		XX	
	Service	Neighborhood	Multi-Issue	5 (Other)	X		XX	X
				10 (B)	X		XX	X
	Service	Neighborhood	School Issues Only	14 (H)	XX		X	

M

#31. Please briefly describe any actions the organization has taken related to the issues it is involved with? (listed in question #27)

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Cooperation with school system/govt.	Confrontation with school system/govt.	Public Relations	Networking with other organizations	Actions involving community development
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)					
	Advocacy	City-Wide	Multi-Issue	16 (Other)	xx		x		x
	Advocacy	Neighborhood	School Issues Only	2 (Other)	x		xx		
	Service	City-Wide	School Issues Only	8 (Other)	xx			x	x
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	xx	x			x
				°12 (B&H)	xx		x		
	Advisory	Neighborhood	Multi-Issue	°3 (B)	xx				xx
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)				xx	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	xxx				
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)					
				6 (B)					xx
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		xx	x		
				7 (H)	xx			x	
	Service	Neighborhood	Multi-Issue	5 (Other)	x				xx
				10 (B)	x				xx
	Service	Neighborhood	School Issues Only	14 (H)	x				xx

M

#32. How effective has the organization been in dealing with (the) issues?

A. Non-Policy School Issues***

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Very Effective	Somewhat Effective	No Effect
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X		
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X		
	Service	City-Wide	School Issues Only	8 (Other)	X		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)		X	
				^{o}12 (B&H)			
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)			X
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)			
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)		X	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)			
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X	X	
				7 (H)			
	Service	Neighborhood	Multi-Issue	5 (Other)		X	
				10 (B)		X	
	Service	Neighborhood	School Issues Only	14 (H)	X	X	

***The members of organizations 4, 12, 9, 6 and 7 do not identify non-policy school issues as issues their organizations are involved with.

M

#32. Continued

B. Community Development***

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Very Effective	Somewhat Effective	No Effect
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)		X	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X		
	Service	City-Wide	School Issues Only	8 (Other)	X	X	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)		X	
				°12 (B&H)	X		
	Advisory	Neighborhood	Multi-Issue	°3 (B)	X		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)		X	X
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)			
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)	X		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		X	X
				7 (H)	X		
	Service	Neighborhood	Multi-Issue	5 (Other)		X	
				10 (B)	X	X	
	Service	Neighborhood	School Issues Only	14 (H)	X		

*** The members of organization 13 do not identify community development as an issue their

M

#34. Do you feel the organization should be involved in community development?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	3	1	1
	Advocacy	Neighborhood	School Issues Only	2 (Other)	6	4	
	Service	City-Wide	School Issues Only	8 (Other)	2	2	1
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)	7		
				^{o}12 (B&H)	6		
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	4		
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	14		
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	3		1
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)	3		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	4		
				7 (H)	7		
				5 (Other)	4		
	Service	Neighborhood	Multi-Issue	10 (B)	7	1	2
	Service	Neighborhood	School Issues Only	14 (H)	6		

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#35. Has the organization had any impact on community development?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X		
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X		
	Service	City-Wide	School Issues Only	8 (Other)	X		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)		X	
				^{o}12 (B&H)	X		
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	X		
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	X		
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	X	X	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)	X		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X		
				7 (H)	X		
	Service	Neighborhood	Multi-Issue	5 (Other)	X		
				10 (B)	X		
	Service	Neighborhood	School Issues Only	14 (H)	X		

M

#35. Continued

A. If Yes, what kind of impact?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Housing Improvement	Improving Recreation Facilities	Transportation Services	Increase Social Services	Increase Community Consciousness	Schools
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)						
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X		X		XX	
	Advocacy	Neighborhood	School Issues Only	2 (Other)					XXX	
	Service	City-Wide	School Issues Only	8 (Other)					X	XX
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)			N/R			
				°12 (B&H)		XXX				
	Advisory	Neighborhood	Multi-Issue	°3 (B)		X			XX	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	XXX					
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)					XXX	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)						
				6 (B)				X	XX	
				1 (B)					XXX	
	Mixed (S&a)	City-Wide	Multi-Issue	7 (H)				XXX		
				5 (Other)		XXX				
	Service	Neighborhood	Multi-Issue	10 (B)	XXX					
	Service	Neighborhood	School Issues Only	14 (H)					XXX	

Relationship with School System

#22.^{M} Do you feel that almost all of the people running the school system are people who usually know what they are doing?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)		5	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	7	3	
	Service	City-Wide	School Issues Only	8 (Other)		4	1
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	1	6	
				°12 (B&H)	1	5	
	Advisory	Neighborhood	Multi-Issue	°3 (B)	2	2	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	11	3	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	1	3	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)	2	1	
				1 (B)		4	
	Mixed (S&a)	City-Wide	Multi-Issue	7 (H)		7	
				5 (Other)		4	
	Service	Neighborhood	Multi-Issue	10 (B)	1	8	1
	Service	Neighborhood	School Issues Only	14 (H)		6	

#2$\overset{M}{3}$. Would you say that the school system is run for the benefit of the children?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	1	3	1
	Advocacy	Neighborhood	School Issues Only	2 (Other)	7	1	2
	Service	City-Wide	School Issues Only	8 (Other)		5	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	4	3	
				°12 (B&H)	3	3	
	Advisory	Neighborhood	Multi-Issue	°3 (B)	4		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	11	1	2
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)		4	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)	3		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	1	3	
				7 (H)	5	2	
				5 (Other)	1	3	
	Service	Neighborhood	Multi-Issue	10 (B)	1	8	1
	Service	Neighborhood	School Issues Only	14 (H)	1	4	1

M

#24. Do you think the superintendent provides strong leadership?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)		4	1
	Advocacy	Neighborhood	School Issues Only	2 (Other)	7	1	2
	Service	City-Wide	School Issues Only	8 (Other)	2	3	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	1	3	3
				°12 (B&H)	1	5	
	Advisory	Neighborhood	Multi-Issue	°3 (B)	2	2	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	11	1	2
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	3	1	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)	3		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		2	2
				7 (H)	2	5	
	Service	Neighborhood	Multi-Issue	5 (Other)	2	2	
				10 (B)	2	7	1
	Service	Neighborhood	School Issues Only	14 (H)	1	3	2

M

#25. Does the school board provide strong leadership?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	2	3	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	2	6	2
	Service	City-Wide	School Issues Only	8 (Other)	2	1	2
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)	1	6	
				^{o}12 (B&H)	2	4	
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	2	2	
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	8		6
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	4		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)	2	1	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		2	2
				7 (H)	1	6	
	Service	Neighborhood	Multi-Issue	5 (Other)	1	3	
				10 (B)	3	6	1
	Service	Neighborhood	School Issues Only	14 (H)	1	4	1

M
#28. What has been the organization's main source of information regarding the issues?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Local Educational Agency	Other Organizations	Developed Internally
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X	X	XX
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X	X	XX
	Service	City-Wide	School Issues Only	8 (Other)	XX	X	XX
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	XX	X	X
				"12 (B&H)	XX		
	Advisory	Neighborhood	Multi-Issue	°3 (B)			XX
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	XX	X	X
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	XX	X	XX
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)		XX	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X	XX	XX
				7 (H)	XX	XX	XX
				5 (Other)			XX
	Service	Neighborhood	Multi-Issue	10 (B)	XX	XX	XX
	Service	Neighborhood	School Issues Only	14 (H)		XX	XX

M
#33. Please indicate your feelings about involvement and influence of your organization in the area of:***

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Budget: Org. has input and is consulted	Budget: Org. should be consulted and have input	Curriculum: Org. has input and is consulted	Curriculum: Org. should be consulted and have input	Personnel Selection, Teachers: Org. has input and is consulted	Personnel Selection, Teachers: Org. should be consulted and have input	Personnel Selection, Principals: Org. has input and is consulted	Personnel Selection, Principals: Org. should be consulted and have input	Personnel Selection, Other Admin'rs: Org. has input and is consulted	Personnel Selection, Other Admin'rs: Org. should be consulted and have input
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)										
	Advocacy	City-Wide	Multi-Issue	16 (Other)		X		X		X		X		X
	Advocacy	Neighborhood	School Issues Only	2 (Other)		X	X		X		X	X	X	
	Service	City-Wide	School Issues Only	8 (Other)	X	X		X		X	X		X	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	X			X		X		X		X
				°12 (B&H)	X		X		X		X		X	
	Advisory	Neighborhood	Multi-Issue	°3 (B)										
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)		X		X		X		X		X
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)		X	X		X		X		X	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)										
				6 (B)		X		X		X		X		X
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		X		X		X		X		X
				7 (H)		X		X		X		X		X
	Service	Neighborhood	Multi-Issue	5 (Other)	X		X		X		X		X	
				10 (B)		X	X			X		X		X
	Service	Neighborhood	School Issues Only	14 (H)		X		X		X		X		X

***The members of organization 3 state that they do not believe their organization should be involved in school policy-making.

#44^{M}. Are you an active member of the PTA?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)		5	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	10		
	Service	City-Wide	School Issues Only	8 (Other)	2	2	1
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	1	4	2
				°12 (B&H)	6		
	Advisory	Neighborhood	Multi-Issue	°3 (B)	1		3
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	1	13	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	1	3	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)	2		1
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		4	
				7 (H)	2	3	2
				5 (Other)		4	
	Service	Neighborhood	Multi-Issue	10 (B)	1	7	2
	Service	Neighborhood	School Issues Only	14 (H)	1	4	1

Networking:
Contact with other organizations
Contact with decision makers

M
#9. Have you had previous membership with other organizations?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	5		
	Advocacy	Neighborhood	School Issues Only	2 (Other)	10		
	Service	City-Wide	School Issues Only	8 (Other)	5		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)	2	5	
				^{o}12 (B&H)		6	
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	4		
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	2	12	
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	4		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)	2	1	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	1	3	
				7 (H)	3	4	
	Service	Neighborhood	Multi-Issue	5 (Other)	1	3	
				10 (B)	1	8	1
	Service	Neighborhood	School Issues Only	14 (H)	3	3	

M
#18. Does your organization have any contacts with other organizations?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	If Yes, for what reason? Exchange of Information	Proposal For Joint Action	Share Resources	Exchange of Information and proposal for joint action	N/
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)							
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X		X			XX	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X					XX	
	Service	City-Wide	School Issues Only	8 (Other)	X					XX	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)	X					XX	
				^{o}12 (B&H)	X					XX	
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	X					XX	
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	X		X	XX		X	
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	X		XX			X	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)							
				6 (B)	X		X			XX	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X					XX	
				7 (H)	X					XX	
	Service	Neighborhood	Multi-Issue	5 (Other)	X				X	XX	
				10 (B)	X		X			XX	
	Service	Neighborhood	School Issues Only	14 (H)	X					XX	

M

#19. Do you personally belong to or have contact with other organizations?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	4		1
	Advocacy	Neighborhood	School Issues Only	2 (Other)	8	2	
	Service	City-Wide	School Issues Only	8 (Other)	4		1
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	4	3	
				°12 (B&H)	2	4	
	Advisory	Neighborhood	Multi-Issue	°3 (B)	4		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	2	12	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	4		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)	2	1	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	3	1	
				7 (H)	6		1
	Service	Neighborhood	Multi-Issue	5 (Other)	2	2	
				10 (B)	3	6	1
	Service	Neighborhood	School Issues Only	14 (H)	6		

M

#20. Does your organization have any contact with decision makers?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X	
	Service	City-Wide	School Issues Only	8 (Other)	X	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)	X	
				^{o}12 (B&H)	X	
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	X	
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	X	
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	X	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)		
				6 (B)	X	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X	
				7 (H)	X	
	Service	Neighborhood	Multi-Issue	5 (Other)	X	
				10 (B)	X	
	Service	Neighborhood	School Issues Only	14 (H)	X	

M

20. Continued

A. What kind of contact?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Face to Face	Phone	Written
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	XX	XX	XX
	Advocacy	Neighborhood	School Issues Only	2 (Other)	XX	XX	XX
	Service	City-Wide	School Issues Only	8 (Other)	XX	XX	XX
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)		XX	XX
				^{o}12 (B&H)	XX	XX	XX
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	XX	X	X
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	X	X	XX
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	XX	XX	XX
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)	X	XX	X
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	XX	XX	XX
				7 (H)	X	XX	XX
				5 (Other)	XX	XX	XX
	Service	Neighborhood	Multi-Issue	10 (B)	XX	X	X
	Service	Neighborhood	School Issues Only	14 (H)	XX	XX	X

M
#20. Continued

B. Who initiates the contact?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	ORGANIZATION	DECISIONMAKERS	BOTH
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4 (B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)			XX
	Advocacy	Neighborhood	School Issues Only	2 (Other)	XX		XX
	Service	City-Wide	School Issues Only	8 (Other)	XX		XX
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	XX		
				°12 (B&H)	XX		
	Advisory	Neighborhood	Multi-Issue	°3 (B)	XX		XX
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	XX		
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	XX		XX
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)	XX		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	XX		XX
				7 (H)	X	XX	
				5 (Other)	XX		XX
	Service	Neighborhood	Multi-Issue	10 (B)	XX		
	Service	Neighborhood	School Issues Only	14 (H)	XX	X	

M
#21. Do you personally have contact with decision makers?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	3	2	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	10		
	Service	City-Wide	School Issues Only	8 (Other)	4		1
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)	6	1	
				^{o}12 (B&H)	4	2	
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	2	2	
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	11	3	
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	4		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)	1	2	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	1	3	
				7 (H)	6	1	
				5 (Other)	1	3	
	Service	Neighborhood	Multi-Issue	10 (B)	1	8	1
	Service	Neighborhood	School Issues Only	14 (H)	3	3	

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	#^{M}29. Are there any other groups you know of involved in the same issues?		
					YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	3	1	1
	Advocacy	Neighborhood	School Issues Only	2 (Other)	8	1	1
	Service	City-Wide	School Issues Only	8 (Other)	3		2
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	5	1	1
				°12 (B&H)	1	5	
	Advisory	Neighborhood	Multi-Issue	°3 (B)	2	1	1
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	2	11	1
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	4		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)	2	1	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	3		1
				7 (H)	6		1
	Service	Neighborhood	Multi-Issue	5 (Other)	1	3	
				10 (B)	1	7	2
	Service	Neighborhood	School Issues Only	14 (H)	4	2	

M
#30. Has the organization worked with any of these groups in the past year?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	3	1	1
	Advocacy	Neighborhood	School Issues Only	2 (Other)	8	2	
	Service	City-Wide	School Issues Only	8 (Other)	4		1
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)	5	1	1
				°12 (B&H)		6	
	Advisory	Neighborhood	Multi-Issue	°3 (B)	1	1	2
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	4		10
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	4		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)			
				6 (B)	1	2	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	3		1
				7 (H)	6		1
	Service	Neighborhood	Multi-Issue	5 (Other)	1	3	
				10 (B)	1	6	3
	Service	Neighborhood	School Issues Only	14 (H)	4		2

Internal Framework
of the organization.

L = LEADERSHIP

L
#2. Did you play any part in the setting-up of the organization?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	2	
	Advocacy	City-Wide	Multi-Issue	16 (Other)		2
	Advocacy	Neighborhood	School Issues Only	2 (Other)	1	3
	Service	City-Wide	School Issues Only	8 (Other)	2	6
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)		
				^{o}12 (B&H)	1	1
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	1	3
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)		7
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)		2
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)		1
				6 (B)		3
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	3	
				7 (H)	3	3
	Service	Neighborhood	Multi-Issue	5 (Other)	1	1
				10 (B)	1	5
	Service	Neighborhood	School Issues Only	14 (H)	2	

* "A" represents advisory; "a" represents advocacy; "S" represents service.

** "B" indicates organizations in which a majority of the members are Black; "H" indicates organizations in which a majority of the members are Hispanic; "Other" indicates organizations in which a majority of the members are of ethnic or racial backgrounds other than Black or Hispanic.
"O" indicates mandated organizations.

#3. What is your position in the organization?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Pres.	V.Pres.	Chairperson	Co-chairperson	Board Member	Member of Standing Committee	Staff	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	1		1					
	Advocacy	City-Wide	Multi-Issue	16 (Other)							2	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	1	2				1		
	Service	City-Wide	School Issues Only	8 (Other)				1	7			
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)								
				°12 (B&H)			1				1	
	Advisory	Neighborhood	Multi-Issue	°3 (B)			1			3		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)			1	2			4	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)				1			1	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)					1			
				6 (B)	1	1					1	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	1		1		1			
				7 (H)			1		3	2		
	Service	Neighborhood	Multi-Issue	5 (Other)					2			
				10 (B)					3			3
	Service	Neighborhood	School Issues Only	14 (H)					2			

#3. Continued

A. Is your leadership position appointed, elected, or self-initiated?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Appointed	Elected	Self initiated	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		1	1	
	Advocacy	City-Wide	Multi-Issue	16 (Other)	1	1		
	Advocacy	Neighborhood	School Issues Only	2 (Other)	1	3		
	Service	City-Wide	School Issues Only	8 (Other)	2	5		1
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)				
				°12 (B&H)	2			
	Advisory	Neighborhood	Multi-Issue	°3 (B)	3	1		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	3	3	1	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)		2		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	1			
				6 (B)		3		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	2	1		
				7 (H)	3	2		1
	Service	Neighborhood	Multi-Issue	5 (Other)	2			
				10 (B)	1	2		3
	Service	Neighborhood	School Issues Only	14 (H)	1	1		

#4. How long have you held your present leadership position?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Less than 1 year	1 - 2 Years	3 - 4 Years	4 years +	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		2			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	1			1	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	3		1		
	Service	City-Wide	School Issues Only	8 (Other)	2	5		1	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)					
				°12 (B&H)	1		1		
	Advisory	Neighborhood	Multi-Issue	°3 (B)	1	2			
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	1	6			
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)		1	1		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	1				
				6 (B)			1	2	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		1		2	
				7 (H)	1	2			3
	Service	Neighborhood	Multi-Issue	5 (Other)		1		1	
				10 (B)	1	1			4
	Service	Neighborhood	School Issues Only	14 (H)	1		1		

#5. Have you held any other leadership position in the organization?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		2	
	Advocacy	City-Wide	Multi-Issue	16 (Other)	2		
	Advocacy	Neighborhood	School Issues Only	2 (Other)	4		
	Service	City-Wide	School Issues Only	8 (Other)	2	6	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)			
				°12 (B&H)	1	1	
	Advisory	Neighborhood	Multi-Issue	°3 (B)	1	3	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)		7	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	2		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)		1	
				6 (B)		3	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	1	2	
				7 (H)	1	5	
	Service	Neighborhood	Multi-Issue	5 (Other)	1	1	
				10 (B)	1	5	
	Service	Neighborhood	School Issues Only	14 (H)	2		

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#5. Continued

A. What other leadership position have you held in the organization

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Pres.	Vice Pres.	Chairperson	Co-Chairperson	Board Member	Member of Standing Committee	Staff	Never held another leadership position
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)								2
	Advocacy	City-Wide	Multi-Issue	16 (Other)						2		
	Advocacy	Neighborhood	School Issues Only	2 (Other)		1				3		
	Service	City-Wide	School Issues Only	8 (Other)						1	1	6
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)								
				°12 (B&H)						1		1
	Advisory	Neighborhood	Multi-Issue	°3 (B)							1	3
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)								7
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)						2		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)								1
				6 (B)								3
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		1						2
				7 (H)					1			5
				5 (Other)							1	1
	Service	Neighborhood	Multi-Issue	10 (B)			1					5
	Service	Neighborhood	School Issues Only	14 (H)			1		1			

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#7. Does the organization have a written constitution?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	X	
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X	
	Service	City-Wide	School Issues Only	8 (Other)	X	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)		
				°12 (B&H)	X	
	Advisory	Neighborhood	Multi-Issue	°3 (B)	X	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	X	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	X	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X	
				6 (B)	X	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		X
				7 (H)	X	
	Service	Neighborhood	Multi-Issue	5 (Other)	X	
				10 (B)	X	
	Service	Neighborhood	School Issues Only	14 (H)	X	

#7a. Does the organization have by-laws?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		X
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X	
	Service	City-Wide	School Issues Only	8 (Other)	X	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)		
				°12 (B&H)	X	
	Advisory	Neighborhood	Multi-Issue	°3 (B)	X	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	X	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	X	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X	
				6 (B)	X	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		X
				7 (H)	X	
	Service	Neighborhood	Multi-Issue	5 (Other)	X	
				10 (B)	X	
	Service	Neighborhood	School Issues Only	14 (H)	X	

#8. Does the organization have any elected officers?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	X	
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X	
	Service	City-Wide	School Issues Only	8 (Other)	X	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)		
				°12 (B&H)	X	
	Advisory	Neighborhood	Multi-Issue	°3 (B)	X	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	X	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	X	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X	
				6 (B)	X	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		X
				7 (H)	X	
	Service	Neighborhood	Multi-Issue	5 (Other)		X
				10 (B)	X	
	Service	Neighborhood	School Issues Only	14 (H)	X	

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#9. Does the organization have any appointed officers?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	X	
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X	
	Service	City-Wide	School Issues Only	8 (Other)		X
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)		
				°12 (B&H)	X	
	Advisory	Neighborhood	Multi-Issue	°3 (B)	X	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	X	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)		X
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X	
				6 (B)		X
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X	
				7 (H)	X	
				5 (Other)	X	
	Service	Neighborhood	Multi-Issue	10 (B)	X	
	Service	Neighborhood	School Issues Only	14 (H)	X	

#15. What is the source, if any, of funding for the organization?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	DUES	DONATIONS	GRANTS	FOUNDATIONS	FUNDS
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		X			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X	X			
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X	X			
	Service	City-Wide	School Issues Only	8 (Other)	X	X	X	X	X
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)					
				°12 (B&H)					X
	Advisory	Neighborhood	Multi-Issue	°3 (B)	X				
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)		X	X		X
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)					X
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)					X
				6 (B)	X	X	X		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X	X		X	
				7 (H)			X	X	X
	Service	Neighborhood	Multi-Issue	5 (Other)		X	X	X	X
				10 (B)	X	X	X	X	X
	Service	Neighborhood	School Issues Only	14 (H)					X

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#15. Continued

A. In what way are funds used?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Salaries	Publications	Public Relations	Consultants	Research	Internal Maintenance
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			X			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X	X				X
	Advocacy	Neighborhood	School Issues Only	2 (Other)		X	X			
	Service	City-Wide	School Issues Only	8 (Other)	X	X		X	X	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)						
				°12 (B&H)	X			X		
	Advisory	Neighborhood	Multi-Issue	°3 (B)			X			
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	X	X		X		X
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)						X
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X					
				6 (B)		X				X
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X	X				
				7 (H)	X	X	X	X	X	
	Service	Neighborhood	Multi-Issue	5 (Other)	X	X				
				10 (B)	X	X	X	X	X	
	Service	Neighborhood	School Issues Only	14 (H)	X			X		

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#16. Do you maintain a regular staff?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		X
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X	
	Advocacy	Neighborhood	School Issues Only	2 (Other)		X
	Service	City-Wide	School Issues Only	8 (Other)	X	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)		
				°12 (B&H)	X	
	Advisory	Neighborhood	Multi-Issue	°3 (B)		X
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	X	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	X	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	i	
				6 (B)	X	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X	
				7 (H)	X	
	Service	Neighborhood	Multi-Issue	5 (Other)	X	
				10 (B)	X	
	Service	Neighborhood	School Issues Only	14 (H)	X	

#16. Continued

A. If yes, are they paid or volunteers?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Paid	Volunteer	Paid and Volunteer
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			X
	Advocacy	City-Wide	Multi-Issue	16 (Other)			
	Advocacy	Neighborhood	School Issues Only	2 (Other)			
	Service	City-Wide	School Issues Only	8 (Other)			X
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)			
				°12 (B&H)		X	
	Advisory	Neighborhood	Multi-Issue	°3 (B)			
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)		X	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	X		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X		
				6 (B)	X		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		X	
				7 (H)	X		
	Service	Neighborhood	Multi-Issue	5 (Other)	X		
				[illegible] (B)	X		
	Service	Neighborhood	School Issues Only	[illegible] (H)			X

#17. What is the organization's total membership?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Less than 50 members	51-100 members	100-200 members	200+	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)				X	
	Advocacy	City-Wide	Multi-Issue	16 (Other)				X	
	Advocacy	Neighborhood	School Issues Only	2 (Other)		X			
	Service	City-Wide	School Issues Only	8 (Other)				X	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)					
				°12 (B&H)	X				
	Advisory	Neighborhood	Multi-Issue	°3 (B)	X				
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	X				
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	X				
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)		X			
				6 (B)			X		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)					X
				7 (H)		X			X
	Service	Neighborhood	Multi-Issue	5 (Other)					X
				10 (B)					X
	Service	Neighborhood	School Issues Only	14 (H)				X	

#18. Do you recruit new members for your organization?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	X	
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X	
	Service	City-Wide	School Issues Only	8 (Other)	X	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)		
				^{o}12 (B&H)	X	
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	X	
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	X	
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	X	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X	
				6 (B)	X	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X	
				7 (H)	X	
	Service	Neighborhood	Multi-Issue	5 (Other)		X
				10 (B)	X	
	Service	Neighborhood	School Issues Only	14 (H)	X	

#18. Continued

B. Are there any requirements or qualifications for prospective members?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Individual must have interest in school issues	Individual must have interest in community development	There are no requirements	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			X	
	Advocacy	City-Wide	Multi-Issue	16 (Other)			X	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X			
	Service	City-Wide	School Issues Only	8 (Other)	X	X		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)				
				°12 (B&H)		X		
	Advisory	Neighborhood	Multi-Issue	°3 (B)	X	X		
	Mixed (~~A&a~~)	Neighborhood	Multi-Issue	°9 (B)		X		
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	X			
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)		X		
				6 (B)		X		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)				X
				7 (H)		X		
	Service	Neighborhood	Multi-Issue	5 (Other)				X
				10 (B)		X		
	Service	Neighborhood	School Issues Only	14 (H)		X		

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#21. Would you say that the organization represents the opinions of most of its members?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	2		
	Advocacy	City-Wide	Multi-Issue	16 (Other)	2		
	Advocacy	Neighborhood	School Issues Only	2 (Other)	4		
	Service	City-Wide	School Issues Only	8 (Other)	6	2	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)			
				^{o}12 (B&H)	2		
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	4		
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	7		
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	2		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	1		
				6 (B)	3		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	3		
				7 (H)	5	1	
				5 (Other)	2		
	Service	Neighborhood	Multi-Issue	10 (B)	5		1
	Service	Neighborhood	School Issues Only	14 (H)	2		

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#25. If a change in the organization's focus has taken place, who participated in altering or reversing the organizational goals (membership, leadership, staff)?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Membership	Leadership	Staff	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)				X
	Advocacy	City-Wide	Multi-Issue	16 (Other)				X
	Advocacy	Neighborhood	School Issues Only	2 (Other)				X
	Service	City-Wide	School Issues Only	8 (Other)	X	X	X	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)				
				°12 (B&H)	X	X	X	
	Advisory	Neighborhood	Multi-Issue	°3 (B)				X
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)				X
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	X	X	X	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)				X
				6 (B)				X
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)				X
				7 (H)	X	X	X	
				5 (Other)	X	X	X	
	Service	Neighborhood	Multi-Issue	10 (B)				X
	Service	Neighborhood	School Issues Only	14 (H)	X	X		

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#28. Who initiated (the) issues within the organization? (membership, leadership, staff)

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Membership	Leadership	Staff
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	X		
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X	X	X
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X	X	
	Service	City-Wide	School Issues Only	8 (Other)		X	X
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)			
				^{o}12 (B&H)	X	X	X
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	X	X	
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	X	X	
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	X	X	X
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X	X	X
				6 (B)	X	X	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X	X	X
				7 (H)	X	X	X
	Service	Neighborhood	Multi-Issue	5 (Other)		X	X
				10 (B)	X	X	X
	Service	Neighborhood	School Issues Only	14 (H)	X	X	X

#35. By whom are decisions generally made in your organization? (leadership, by committee, membership vote, other)

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Leadership	By committee	Membership	Other:(Sta
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	X	X	X	
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X		X	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X		X	
	Service	City-Wide	School Issues Only	8 (Other)	X		X	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)				
				^{o}12 (B&H)	X	X		X
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)			X	
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	X	X		
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	X		X	
				15 (B)			X	
	Mixed (S&a)	Neighborhood	Multi-Issue	6 (B)	X	X	X	
				1 (B)	X	X	X	
	Mixed (S&a)	City-Wide	Multi-Issue	7 (H)		X	X	
				5 (Other)	X	X		X
	Service	Neighborhood	Multi-Issue	10 (B)	X		X	X
	Service	Neighborhood	School Issues Only	14 (H)	X	X		

Characteristics of Leadership
- role in the organization
- political activities
- SES
- demographics

#38. Does your family rent or own housing?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	OWN	RENT	OWN & RENT	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	2			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	2			
	Advocacy	Neighborhood	School Issues Only	2 (Other)	2			2
	Service	City-Wide	School Issues Only	8 (Other)	6	2		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)				
				°12 (B&H)	2			
	Advisory	Neighborhood	Multi-Issue	°3 (B)	4			
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)		7		
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	2			
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	1			
				6 (B)	1	1	1	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	1	1	1	
				7 (H)	2	3		1
	Service	Neighborhood	Multi-Issue	5 (Other)	2			
				10 (B)	1	1	2	2
	Service	Neighborhood	School Issues Only	14 (H)	1	1		

#43. Are you a registered voter?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	2		
	Advocacy	City-Wide	Multi-Issue	16 (Other)	2		
	Advocacy	Neighborhood	School Issues Only	2 (Other)	3	1	
	Service	City-Wide	School Issues Only	8 (Other)	7	1	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)			
				°12 (B&H)	2		
	Advisory	Neighborhood	Multi-Issue	°3 (B)	3	1	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	7		
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	2		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	1		
				6 (B)	3		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	3		
				7 (H)	4	1	1
	Service	Neighborhood	Multi-Issue	5 (Other)	2		
				10 (B)	3	1	2
	Service	Neighborhood	School Issues Only	14 (H)	2		

#45. Please indicate how often in the past five years you have written or talked to a city public official about a public issue.

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Never	1 or 2 Times	3 or 4 Times	5 or more Times	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)				2	
	Advocacy	City-Wide	Multi-Issue	16 (Other)				2	
	Advocacy	Neighborhood	School Issues Only	2 (Other)			2	2	
	Service	City-Wide	School Issues Only	8 (Other)		1	1	6	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)					
				°12 (B&H)			1	1	
	Advisory	Neighborhood	Multi-Issue	°3 (B)			1	3	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	1	2	2	2	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)				2	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)				1	
				6 (B)		2			2
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)			1	2	
				7 (H)	1	1	1	1	2
				5 (Other)			1	1	
	Service	Neighborhood	Multi-Issue	10 (B)	1	1		2	
	Service	Neighborhood	School Issues Only	14 (H)				2	

#45. Continued

B. Please indicate how often in the past five years you have worked in the campaign of a candidate for a city office.

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Never	1 or 2 Times	3 or 4 Times	5 or more Times	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		1	1		
	Advocacy	City-Wide	Multi-Issue	16 (Other)	1				1
	Advocacy	Neighborhood	School Issues Only	2 (Other)		2		2	
	Service	City-Wide	School Issues Only	8 (Other)	3	2	2		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)					
				°12 (B&H)			1	1	
	Advisory	Neighborhood	Multi-Issue	°3 (B)	1	1	1	1	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	2	1	3	1	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	1			1	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)		1			
				6 (B)	1		1		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	1			2	
				7 (H)	4				2
	Service	Neighborhood	Multi-Issue	5 (Other)		1	1		
				10 (B)	1	1		2	2
	Service	Neighborhood	School Issues Only	14 (H)	1			1	

#45. Continued

C. Please indicate how often in the past five years you have voted in a city election.

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Never	1 or 2 Times	3 or 4 Times	5 or more Times	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)				2	
	Advocacy	City-Wide	Multi-Issue	16 (Other)				2	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	1			3	
	Service	City-Wide	School Issues Only	8 (Other)			2	6	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)					
				°12 (B&H)				2	
	Advisory	Neighborhood	Multi-Issue	°3 (B)			1	3	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)			2	5	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)				2	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)				1	
				6 (B)				3	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)				3	
				7 (H)	1	2	1		2
				5 (Other)		1			1
	Service	Neighborhood	Multi-Issue	10 (B)				4	
	Service	Neighborhood	School Issues Only	14 (H)				2	

#47. How much did you and the members of your immediate family (living in your house) make last year before taxes?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Under $4,000	$4,001-8,000	$8,001-12,000	$12,001-16,000	$16,001 20,000	$20,001-24,000	Above $24,000	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)							1	1
	Advocacy	City-Wide	Multi-Issue	16 (Other)							2	
	Advocacy	Neighborhood	School Issues Only	2 (Other)							3	1
	Service	City-Wide	School Issues Only	8 (Other)				1	1	1	5	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)								
				^{o}12 (B&H)							1	1
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)					2		2	
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)		5	2					
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)				1			1	
				15 (B)			1					
	Mixed (S&a)	Neighborhood	Multi-Issue	6 (B)	2			1				
				1 (B)	1	1	1					
	Mixed (S&a)	City-Wide	Multi-Issue	7 (H)	1	1	1	1	1	1		
				5 (Other)						2		
	Service	Neighborhood	Multi-Issue	10 (B)					2	1	1	1
	Service	Neighborhood	School Issues Only	14 (H)				1			1	

#48. Do you receive public assistance or welfare?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		2	
	Advocacy	City-Wide	Multi-Issue	16 (Other)	1	1	
	Advocacy	Neighborhood	School Issues Only	2 (Other)		3	
	Service	City-Wide	School Issues Only	8 (Other)	1	7	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)			
				°12 (B&H)		2	
	Advisory	Neighborhood	Multi-Issue	°3 (B)		4	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	5	1	1
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)		2	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)		1	
				6 (B)		3	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	1	2	
				7 (H)	1	5	
	Service	Neighborhood	Multi-Issue	5 (Other)		2	
				10 (B)	1	1	4
	Service	Neighborhood	School Issues Only	14 (H)		2	

#49. What is your occupation?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Unskilled Laborers	Skilled Laborers	Service Delivery	Clerical	Managerial	Professionals	Housewives	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			2					
	Advocacy	City-Wide	Multi-Issue	16 (Other)				1		1		
	Advocacy	Neighborhood	School Issues Only	2 (Other)						1	1	
	Service	City-Wide	School Issues Only	8 (Other)					1	6	1	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)								
				°12 (B&H)			2					
	Advisory	Neighborhood	Multi-Issue	°3 (B)					1	3		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)			7					
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)						2		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)		1						
				6 (B)	1						2	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)			2					1
				7. (H)			3			1		2
	Service	Neighborhood	Multi-Issue	5 (Other)						2		
				10 (B)				1		3		2
	Service	Neighborhood	School Issues Only	14 (H)						2		

#50. Do you have any children?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	2		
	Advocacy	City-Wide	Multi-Issue	16 (Other)	2		
	Advocacy	Neighborhood	School Issues Only	2 (Other)	4		
	Service	City-Wide	School Issues Only	8 (Other)	5	3	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)			
				°12 (B&H)	2		
	Advisory	Neighborhood	Multi-Issue	°3 (B)	4		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	6		1
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	2		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	1		
				6 (B)	2		1
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	1	2	
				7 (H)	1	5	
	Service	Neighborhood	Multi-Issue	5 (Other)	1	1	
				10 (B)	1	2	3
	Service	Neighborhood	School Issues Only	14 (H)	2		

#50. How many children do you have?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	2 or less	3 to 5	6 to 8	9 +	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		2			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	1	1			
	Advocacy	Neighborhood	School Issues Only	2 (Other)	1	3			
	Service	City-Wide	School Issues Only	8 (Other)	2	4			2
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)					
				^{o}12 (B&H)	2				
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	2	1			1
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	1	4	1		1
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	2				
				15 (B)			1		
	Mixed (S&a)	Neighborhood	Multi-Issue	6 (B)				1	2
				1 (B)	1				2
	Mixed (S&a)	City-Wide	Multi-Issue	7 (H)		1			5
				5 (Other)		1		1	
	Service	Neighborhood	Multi-Issue	10 (B)					6
	Service	Neighborhood	School Issues Only	14 (H)		1	1		

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#51. Do the children who are of school age (under 16) attend: public school, private school, not in school?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Public School	Private School	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	2		
	Advocacy	City-Wide	Multi-Issue	16 (Other)	2		
	Advocacy	Neighborhood	School Issues Only	2 (Other)	2	1	1
	Service	City-Wide	School Issues Only	8 (Other)	5	1	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)			
				°12 (B&H)	1		1
	Advisory	Neighborhood	Multi-Issue	°3 (B)			4
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	5		2
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)			2
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	1		
				6 (B)			3
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)			3
				7 (H)	1		5
	Service	Neighborhood	Multi-Issue	5 (Other)	1		1
				10 (B)	2	1	3
	Service	Neighborhood	School Issues Only	14 (H)			2

#55. What is the highest grade of school you have completed?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Less than 12 years	High School Graduate	Has studied beyond H.S. (ex. trade school, community college)	B.A.	Post Grad.	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)				2		
	Advocacy	City-Wide	Multi-Issue	16 (Other)			1	1		
	Advocacy	Neighborhood	School Issues Only	2 (Other)				4		
	Service	City-Wide	School Issues Only	8 (Other)			3		3	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)						
				^{o}12 (B&H)					2	
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)		1		2	1	
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	2	5				
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)				2		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)				1		
				6 (B)	1	1				1
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		2		1		
				7 (H)		1		2	1	2
	Service	Neighborhood	Multi-Issue	5 (Other)			1		1	
				10 (B)		1	2	1		2
	Service	Neighborhood	School Issues Only	14 (H)			1		1	

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#57. Sex:

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	MALE	FEMALE	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	1	1	
	Advocacy	City-Wide	Multi-Issue	16 (Other)		2	
	Advocacy	Neighborhood	School Issues Only	2 (Other)		4	
	Service	City-Wide	School Issues Only	8 (Other)	3	5	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)			
				°12 (B&H)		2	
	Advisory	Neighborhood	Multi-Issue	°3 (B)	2	1	1
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)		7	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	1	1	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)		1	
				6 (B)	1	2	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	1	2	
				7 (H)	1	5	
	Service	Neighborhood	Multi-Issue	5 (Other)	1	1	
				10 (B)	3	1	2
	Service	Neighborhood	School Issues Only	14 (H)	1	1	

#58. Age: Date of birth.

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Less than 35	36-49	50 +	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	2			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	1		1	
	Advocacy	Neighborhood	School Issues Only	2 (Other)		2		2
	Service	City-Wide	School Issues Only	8 (Other)	4	2	1	1
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)				
				°12 (B&H)		1		1
	Advisory	Neighborhood	Multi-Issue	°3 (B)			4	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)			3	4
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)		2		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)		1		
				6 (B)				3
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		2		1
				7 (H)	4			2
	Service	Neighborhood	Multi-Issue	5 (Other)	1			1
				10 (B)	3	1		2
	Service	Neighborhood	School Issues Only	14 (H)		1	1	

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#59. Race:

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Black	White	Hispanic	Asian	Native American	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	2					
	Advocacy	City-Wide	Multi-Issue	16 (Other)		2				
	Advocacy	Neighborhood	School Issues Only	2 (Other)		4				
	Service	City-Wide	School Issues Only	8 (Other)	1	6				1
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)						
				°12 (B&H)	1					1
	Advisory	Neighborhood	Multi-Issue	°3 (B)	4					
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	7					
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)			2			
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	1					
				6 (B)	3					
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	2	1				
				7 (H)			8			
	Service	Neighborhood	Multi-Issue	5 (Other)		1				1
				10 (B)	4					2
	Service	Neighborhood	School Issues Only	14 (H)			2			

Issue Involvement;
goals; leaders'
perceptions of the organization's
effectiveness.

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#22. Has the organization been involved with community development issues outside school issues?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		X
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X	
	Advocacy	Neighborhood	School Issues Only	2 (Other)		X
	Service	City-Wide	School Issues Only	8 (Other)		X
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)		
				°12 (B&H)	X	
	Advisory	Neighborhood	Multi-Issue	°3 (B)		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	X	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	X	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X	
				6 (B)	X	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X	
				7 (H)	X	
	Service	Neighborhood	Multi-Issue	5 (Other)	X	
				10 (B)	X	
	Service	Neighborhood	School Issues Only	14 (H)	X	

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#23. What, as you see them, are the primary goals of the organization?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	To deal with problems within school system	To alleviate the economic and social needs of the community	To change the functioning of govt. and the overall Pol. Sys.
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	XXX		
	Advocacy	City-Wide	Multi-Issue	16 (Other)	XXX		XXX
	Advocacy	Neighborhood	School Issues Only	2 (Other)	XXX		
	Service	City-Wide	School Issues Only	8 (Other)	XXX		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)			
				^{o}12 (B&H)	X	XX	
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)		XXX	
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	X	XXX	
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	XXX		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X	X	
				6 (B)		XXX	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X		XX
				7 (H)	X	XXX	
	Service	Neighborhood	Multi-Issue	5 (Other)		XXX	
				10 (B)	X	XXX	
	Service	Neighborhood	School Issues Only	14 (H)	XXX	XXX	

#26. What have been the main obstacles in the organization's achievement of its goals?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Problems with internal Maintenance	Resistance from the School system	Resistance from the Political sys.	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)			X	
	Advocacy	City-Wide	Multi-Issue	16 (Other)				—
	Advocacy	Neighborhood	School Issues Only	2 (Other)			XXX	
	Service	City-Wide	School Issues Only	8 (Other)	XXX	XXX		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)				
				°12 (B&H)				XXX
	Advisory	Neighborhood	Multi-Issue	°3 (B)	XX		X	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	XX		X	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)		X	X	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X			
				6 (B)	XXX			
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	XX			
				7 (H)	XX			
				5 (Other)	XXX			
	Service	Neighborhood	Multi-Issue	10 (B)				XXX
	Service	Neighborhood	School Issues Only	14 (H)				—

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#26. Continued

A. Do you include any government agencies or officials as obstacles?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	X	
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X	
	Service	City-Wide	School Issues Only	8 (Other)		X
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)		
				^{o}12 (B&H)	X	
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	X	
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)		X
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	X	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)		X
				6 (B)		X
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X	
				7 (H)	X	
	Service	Neighborhood	Multi-Issue	5 (Other)	X	
				10 (B)	X	
	Service	Neighborhood	School Issues Only	14 (H)	X	

#26. Continued

B. Which agencies have been the main obstacles in the organization's achievement of its goals?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Local agencies or officials	State agencies or officials	Federal agencies or officials	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	X			
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X	X	X	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X			
	Service	City-Wide	School Issues Only	8 (Other)				X
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)				
				°12 (B&H)	X			
	Advisory	Neighborhood	Multi-Issue	°3 (B)				
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	X			
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	X			
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X			
				6 (B)				X
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)				X
				7 (H)	X	X	X	
	Service	Neighborhood	Multi-Issue	5 (Other)				X
				10 (B)	X	X	X	
	Service	Neighborhood	School Issues Only	14 (H)	X		X	

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#27. What specific issues has your organization been involved with?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Major School Policy Issues	Specific School Policy Issues	Non-school Education Issues	Community Development Issues	Politic Issues
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		XXX			
	Advocacy	City-Wide	Multi-Issue	16 (Other)		X			X
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X	X			
	Service	City-Wide	School Issues Only	8 (Other)	X	XX			
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)					
				^{o}12 (B&H)			X	X	
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)				XXX	
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)		X		XX	
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)		XXX			
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)				XXX	
				6 (B)				XX	X
				1 (B)		X		X	X
	Mixed (S&a)	City-Wide	Multi-Issue	7 (H)	X		X	XX	
				5 (Other)		X		XX	
	Service	Neighborhood	Multi-Issue	10 (B)				XX	
	Service	Neighborhood	School Issues Only	14 (H)		XX		X	

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#27. Continued

A. What caused your organization to be interested in these issues?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Problems in the School system	The social and economic needs of the community	The organization basic interest t political change
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	XXX		
	Advocacy	City-Wide	Multi-Issue	16 (Other)			XXX
	Advocacy	Neighborhood	School Issues Only	2 (Other)	XXX		
	Service	City-Wide	School Issues Only	8 (Other)	XXX		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)			
				°12 (B&H)		XXX	
	Advisory	Neighborhood	Multi-Issue	°3 (B)		XXX	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	X	XX	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	XXX		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)		XXX	
				6 (B)		XX	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X	X	
				7 (H)		XX	
	Service	Neighborhood	Multi-Issue	5 (Other)		XXX	
				10 (B)		XXX	
	Service	Neighborhood	School Issues Only	14 (H)	XXX		

Relationship with
School System

#12. Does the organization have regular contacts with school administration?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		X	
	Advocacy	City-Wide	Multi-Issue	16 (Other)		X	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X		
	Service	City-Wide	School Issues Only	8 (Other)	X		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)			
				^{o}12 (B&H)	X		
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	X		
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	X		
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	X		
				15 (B)	X		
	Mixed (S&a)	Neighborhood	Multi-Issue	6 (B)	X		
				1 (B)	X		
	Mixed (S&a)	City-Wide	Multi-Issue	7 (H)	X		
				5 (Other)	X		
	Service	Neighborhood	Multi-Issue	10 (B)	X		
	Service	Neighborhood	School Issues Only	14 (H)	X		

#12. Continued

A. If yes, does a liaison person meet with school administration on a regular basis?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		X	
	Advocacy	City-Wide	Multi-Issue	16 (Other)		X	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X		
	Service	City-Wide	School Issues Only	8 (Other)	X		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)			
				°12 (B&H)	X		
	Advisory	Neighborhood	Multi-Issue	°3 (B)	X		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	X		
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	X		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X		
				6 (B)		X	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X		
				7 (H)	X		
	Service	Neighborhood	Multi-Issue	5 (Other)	X		
				10 (B)	X		
	Service	Neighborhood	School Issues Only	14 (H)	X		

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#14. Do leaders in your area/school work with leaders in other areas/school in your city?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	X		
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X		
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X		
	Service	City-Wide	School Issues Only	8 (Other)	X		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)			
				^{o}12 (B&H)	X		
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	X		
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	X		
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	X		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X		
				6 (B)		X	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X		
				7 (H)	X		
	Service	Neighborhood	Multi-Issue	5 (Other)	X		
				10 (B)	X		
	Service	Neighborhood	School Issues Only	14 (H)	X		

#36. Does the organization have contact with the local education agency?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4 (B)	X		
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X		
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X		
	Service	City-Wide	School Issues Only	8 (Other)	X		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)			
				°12 (B&H)	X		
	Advisory	Neighborhood	Multi-Issue	°3 (B)	X		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	X		
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)			
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X		
				6 (B)	X		
				1 (B)			X
	Mixed (S&a)	City-Wide	Multi-Issue	7 (H)	X		
				5 (Other)	X		
	Service	Neighborhood	Multi-Issue	10 (B)	X		
	Service	Neighborhood	School Issues Only	14 (H)	X		

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#38. Does the organization have access to information from the local education agency?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	X		
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X		
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X		
	Service	City-Wide	School Issues Only	8 (Other)	X		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)			
				^{o}12 (B&H)	X		
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	X		
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	X		
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)			
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X		
				6 (B)	X		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)			X
				7 (H)	X		
	Service	Neighborhood	Multi-Issue	5 (Other)	X		
				10 (B)	X		
	Service	Neighborhood	School Issues Only	14 (H)	X		

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#40. Do you feel that the organization has an impact on school policy?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	2		
	Advocacy	City-Wide	Multi-Issue	16 (Other)	2		
	Advocacy	Neighborhood	School Issues Only	2 (Other)	4		
	Service	City-Wide	School Issues Only	8 (Other)	8		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)			
				°12 (B&H)	2		
	Advisory	Neighborhood	Multi-Issue	°3 (B)	1	1	2
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	4	1	2
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	2		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)		1	
				6 (B)	3		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	1	2	
				7 (H)	3		3
	Service	Neighborhood	Multi-Issue	5 (Other)	2		
				10 (B)		2	4
	Service	Neighborhood	School Issues Only	14 (H)	2		

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#40. Continued

A. How has the organization impacted the school system?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	By effecting changes in major school policy areas (Ex: Budget curriculum personnel)	By effecting changes in specific school policies	By simply increasing contact with school officials	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)				2
	Advocacy	City-Wide	Multi-Issue	16 (Other)			2	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	3			1
	Service	City-Wide	School Issues Only	8 (Other)	2		5	1
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)				
				°12 (B&H)			2	
	Advisory	Neighborhood	Multi-Issue	°3 (B)			1	3
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)			3	4
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)			2	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)				1
				6 (B)		2	1	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)			1	2
				7 (H)		2		4
	Service	Neighborhood	Multi-Issue	5 (Other)		2		
				10 (B)		1		5
	Service	Neighborhood	School Issues Only	14 (H)			2	

#42. Please indicate your feelings about the involvement and influence of your organization in the following areas:

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	A. Curriculum Programming		B. Budget	
					Organization has input and is consulted	Organiza-tion should have input and be consulted	Organization has input and is consulted	Organization should have input and be consulted
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		X		X
	Advocacy	City-Wide	Multi-Issue	16 (Other)		X		X
	Advocacy	Neighborhood	School Issues Only	2 (Other)		X		X
	Service	City-Wide	School Issues Only	8 (Other)		X		X
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)				
				°12* (B&H)	X		X	
	Advisory	Neighborhood	Multi-Issue	°3 (B)		X		X
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)		X		X
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	X			X
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)		X		X
				6 (B)		X		X
				1 (B)		X		X
	Mixed (S&a)	City-Wide	Multi-Issue	7 (H)	X		X	
	Service	Neighborhood	Multi-Issue	5 (Other)	X			X
				10 (B)		X		X
	Service	Neighborhood	School Issues Only	14 (H)	X			X

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#42. Continued

C. Selection of teachers

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Organization has input and is consulted	Organization should have input and be consulted
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		X
	Advocacy	City-Wide	Multi-Issue	16 (Other)		X
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X	
	Service	City-Wide	School Issues Only	8 (Other)		X
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)		
				°12 (B&H)	X	
	Advisory	Neighborhood	Multi-Issue	°3 (B)		X
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)		X
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)		X
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)		X
				6 (B)		X
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		X
				7 (H)		X
	Service	Neighborhood	Multi-Issue	5 (Other)	X	
				10 (B)		X
	Service	Neighborhood	School Issues Only	14 (H)	X	

#42. Please indicate your feelings about the involvement and influence of your organization in following areas:

A. Selection of Principals

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Organization has input and is consulted	Organization should hav input and be consulted
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		X
	Advocacy	City-Wide	Multi-Issue	16 (Other)		X
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X	
	Service	City-Wide	School Issues Only	8 (Other)		X
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)		
				°12 (B&H)	X	
	Advisory	Neighborhood	Multi-Issue	°3 (B)		X
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)		X
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	X	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)		X
				6 (B)		X
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		X
				7 (H)		X
	Service	Neighborhood	Multi-Issue	5 (Other)		X
				10 (B)		X
	Service	Neighborhood	School Issues Only	14 (H)	X	

#42. Continued

B. Selection of other administrators (i.e. area or district superintendent)

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	Organization has input and is consulted	Organization should have input and be consulted
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		X
	Advocacy	City-Wide	Multi-Issue	16 (Other)		X
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X	
	Service	City-Wide	School Issues Only	8 (Other)		X
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)		
				^{o}12 (B&H)	X	
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)		X
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)		X
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)	X	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)		X
				6 (B)		X
				1 (B)		X
	Mixed (S&a)	City-Wide	Multi-Issue	7 (H)		X
				5 (Other)		X
	Service	Neighborhood	Multi-Issue	10 (B)		X
	Service	Neighborhood	School Issues Only	14 (H)	X	

#52. Are you an active member of the Parents' and Teachers' Association (PTA) or the Home and School Association?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	2		
	Advocacy	City-Wide	Multi-Issue	16 (Other)	1	1	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	4		
	Service	City-Wide	School Issues Only	8 (Other)	1	4	3
LOWER INCOME	Advisory	Neighborhood	School Issues Only	^{o}11 (B&H)			
				^{o}12 (B&H)	2		
	Advisory	Neighborhood	Multi-Issue	^{o}3 (B)	1	2	
	Mixed (A&a)	Neighborhood	Multi-Issue	^{o}9 (B)	4	3	
	Mixed (A&a)	City-Wide	School Issues Only	^{o}13 (H)		2	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	1		
				6 (B)	1	2	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		2	1
				7 (H)	1	4	1
	Service	Neighborhood	Multi-Issue	5 (Other)		2	
				10 (B)	1	1	4
	Service	Neighborhood	School Issues Only	14 (H)		2	

NETWORKING

#6. Are you a member of any other citizen organization?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	1	1
	Advocacy	City-Wide	Multi-Issue	16 (Other)	2	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	4	
	Service	City-Wide	School Issues Only	8 (Other)	7	1
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)		
				°12 (B&H)	1	1
	Advisory	Neighborhood	Multi-Issue	°3 (B)	4	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	3	4
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	1	1
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	1	
				6 (B)		3
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	2	1
				7 (H)	4	2
	Service	Neighborhood	Multi-Issue	5 (Other)	1	1
				10 (B)	3	3
	Service	Neighborhood	School Issues Only	14 (H)	2	

#11. Does the organization have any affiliation with a national, state or local organization?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		X
	Advocacy	City-Wide	Multi-Issue	16 (Other)		X
	Advocacy	Neighborhood	School Issues Only	2 (Other)		X
	Service	City-Wide	School Issues Only	8 (Other)		X
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)		
				°12 (B&H)		X
	Advisory	Neighborhood	Multi-Issue	°3 (B)		X
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	X	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	X	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X	
				6 (B)	X	X
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X	
				7 (H)	X	
				5 (Other)	X	
	Service	Neighborhood	Multi-Issue	10 (B)		X
	Service	Neighborhood	School Issues Only	14 (H)	X	

#13. Does the organization have regular contacts with local and city elected leaders?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	X		
	Advocacy	City-Wide	Multi-Issue	16 (Other)		X	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X		
	Service	City-Wide	School Issues Only	8 (Other)	X		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)			
				°12 (B&H)	X		
	Advisory	Neighborhood	Multi-Issue	°3 (B)	X		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	X		
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	X		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X		
				6 (B)	X		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)		X	
				7 (H)	X		
	Service	Neighborhood	Multi-Issue	5 (Other)	X		
				10 (B)	X		
	Service	Neighborhood	School Issues Only	14 (H)	X		

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#13. Continued

A. If yes, do meetings accur on a regular basis?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		X	
	Advocacy	City-Wide	Multi-Issue	16 (Other)		X	
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X		
	Service	City-Wide	School Issues Only	8 (Other)		X	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)			
				°12 (B&H)	X		
	Advisory	Neighborhood	Multi-Issue	°3 (B)	X		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	X		
	Mixed (A&a)	City-Wide	School Issues Only	°13. (H)	X		
				15 (B)	X		
	Mixed (S&a)	Neighborhood	Multi-Issue	6 (B)		X	
				1 (B)		X	
	Mixed (S&a)	City-Wide	Multi-Issue	7 (H)	X		
				5 (Other)	X		
	Service	Neighborhood	Multi-Issue	10 (B)	X		
	Service	Neighborhood	School Issues Only	14 (H)	X		

L

#30. Are there any other groups involved in the same issues?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	X		
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X		
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X		
	Service	City-Wide	School Issues Only	8 (Other)	X		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)			
				°12 (B&H)	X		
	Advisory	Neighborhood	Multi-Issue	°3 (B)	X		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	X		
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	X		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X		
				6 (B)	X		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X		
				7 (H)	X		
	Service	Neighborhood	Multi-Issue	5 (Other)		X	
				10 (B)	X		
	Service	Neighborhood	School Issues Only	14 (H)			X

L

#31. Has the organization ever worked with other groups to accomplish shared objectives?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	X		
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X		
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X		
	Service	City-Wide	School Issues Only	8 (Other)	X		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)			
				°12 (B&H)	X		
	Advisory	Neighborhood	Multi-Issue	°3 (B)	X		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	X		
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	X		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X		
				6 (B)	X		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X		
				7 (H)	X		
	Service	Neighborhood	Multi-Issue	5 (Other)	X		
				10 (B)	X		
	Service	Neighborhood	School Issues Only	14 (H)	X		

L
#32. What agencies (state, local or Federal) have you cooperated with on these issues?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	STATE	LOCAL	FEDERAL	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)				X
	Advocacy	City-Wide	Multi-Issue	16 (Other)	X	X		
	Advocacy	Neighborhood	School Issues Only	2 (Other)				X
	Service	City-Wide	School Issues Only	8 (Other)	X	X	X	
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)				
				°12 (B&H)		X		
	Advisory	Neighborhood	Multi-Issue	°3 (B)		X		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)		X		
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	X	X		
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X	X	X	
				6 (B)	X	X	X	
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)				X
				7 (H)	X	X		
	Service	Neighborhood	Multi-Issue	5 (Other)	X	X	X	
				10 (B)	X	X	X	
	Service	Neighborhood	School Issues Only	14 (H)		X		

#34. Has your organization held joint meetings with other organizations?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO	N/R
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)		X	
	Advocacy	City-Wide	Multi-Issue	16 (Other)			X
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X		
	Service	City-Wide	School Issues Only	8 (Other)	X		
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)			
				°12 (B&H)	X		
	Advisory	Neighborhood	Multi-Issue	°3 (B)	X		
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	X		
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)		X	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X		
				6 (B)	X		
	Mixed (S&a)	City-Wide	Multi-Issue	1 (B)	X		
				7 (H)	X		
				5 (Other)	X		
	Service	Neighborhood	Multi-Issue	10 (B)	X		
	Service	Neighborhood	School Issues Only	14 (H)	X		

L

#44. Has your organization had any direct involvement with any political party?

	ORGANIZATIONAL* STRATEGY	GEOGRAPHIC SCOPE	SCOPE OF ISSUES	ORG.**	YES	NO
MIDDLE TO UPPER INCOME	Advocacy	City-Wide	School Issues Only	4(B)	X	
	Advocacy	City-Wide	Multi-Issue	16 (Other)		X
	Advocacy	Neighborhood	School Issues Only	2 (Other)	X	
	Service	City-Wide	School Issues Only	8 (Other)		X
LOWER INCOME	Advisory	Neighborhood	School Issues Only	°11 (B&H)		
				°12 (B&H)	X	
	Advisory	Neighborhood	Multi-Issue	°3 (B)	X	
	Mixed (A&a)	Neighborhood	Multi-Issue	°9 (B)	X	
	Mixed (A&a)	City-Wide	School Issues Only	°13 (H)	X	
	Mixed (S&a)	Neighborhood	Multi-Issue	15 (B)	X	
				6 (B)	X	
				1 (B)	X	
	Mixed (S&a)	City-Wide	Multi-Issue	7 (H)		X
				5 (Other)		X
	Service	Neighborhood	Multi-Issue	10 (B)	X	
	Service	Neighborhood	School Issues Only	14 (H)	X	

APPENDIX F

INTERVIEW DATA

Purpose of the Interview

Observations of organizational meetings were designed to elicit information on the internal functioning of each organization since such an additional source of information provides a more complete view of each organization's operation. Interviews with organizational leaders allowed for a different perspective on major activities. Interviews outside the organization, with decisionmakers, provided a perspective on the relationship between the school system and the organizations, as well as an evaluation of the activity and relative effectiveness of the community organizations.

The two sets of interviews served two major purposes. First, the interviews served to confirm information obtained from other sources. Second, the interviews aided in the determination of the environment in which the organizations functioned. The interview format also encouraged followup on issues raised.

Organizational leadership interviews facilitated the collection of data from the perspective of a distinctive subgroup within the organizations. These data are used primarily as a measure of organizational activity and as a basis for comparison among leadership categories.

Decisionmakers' interviews provide a counterpoint to the leadership interviews by contrasting perceptions on major issues and organizational behavior.

Development of the Interview Schedule

The primary source used in developing the interview schedules in the sites was the schedule used in the Task I research. During Task I, over 300 interviews were conducted, focusing primarily on community organization activities, their effectiveness, and the major issues confronting school systems. From the experience gained during this effort, it was decided to use a relatively short, open-ended schedule. Questions which focused specifically on organizational activities such as networking and organizational impact were included. The decisionmakers' schedule closely paralleled the organizational leadership schedule, except that in place of the networking discussion, the schedule focused on the contacts between decisionmakers and community organizations.

We used a time-panel analysis; each interview was administered three times over an 18-month period. This longitudinal process was designed to enable us to map out major changes in the issue priorities of the organizations and the school systems.

The final pretest of the instrument was conducted during the training sessions for the site researchers. In each site, the central staff conducted mock interviews which served both as a training exercise for the researchers and a final test of the instrument.

Identification of the Respondents

Two separate procedures were conducted to identify the interview respondents for both the leadership and decisionmakers' schedules. Our initial plan called for a survey which would identify three to five key elected organizational leaders per organization. The inclusion in the project of organizations with paid staff, however, forced us to broaden our leadership concept to include that group. The primary responsibility for the identification of the respondents was left to the site coordinators and researchers who incorporated these different leadership concepts in their analysis. The central office established broad selection guidelines and reviewed the recommendations of the site researchers.

The procedure to identify the organizational decisionmakers also required input from the sites. The site staffs were advised that we were seeking major decisionmakers in school policy. Each researcher prepared a list which identified potential decisionmakers to be interviewed for the study. A review of the decisionmakers included in the Task I interviews was added to the list. A summary list of decisionmakers was compiled, based on the frequency of occurrence of names. Central staff and site staffs agreed on the final group to be interviewed. The central office requested the sites to limit their selections to 10-15 respondents. The site researchers in Los Angeles, however, went beyond that limit.

Atlanta

For the first round of decisionmakers' interviews conducted in Atlanta, there were 12 decisionmakers, six within and six outside the school system. The six within the system included three board members, one of whom was board president; another, associate superintendent; and the third, assistant supervisor for community relations and student services. The six decisionmakers outside the school system included the executive director of the Atlanta Urban League; the executive director of AFSCME; vice president of community affairs, Trust Company Bank; executive vice president, Atlanta Chamber of Commerce; consultant on community affairs, Delta Airlines; and, the commissioner of finance, City of Atlanta.

Boston

For the first round in Boston, 12 decisionmakers were interviewed. Five were within the school system and included the following: the superintendent, a School Board member, the budget advisor to the School Committee, a deputy superintendent, and the associate superintendent of the Department of Implementation. Decisionmakers outside the school system included a State representative to the City Council, two State executive representatives, the State director of Chapter 636 monies, the State Commissioner of Education, the director of Community Relations for the Justice Department and, finally, two university professors appointed by the Federal District Court to work on the desegregation plan.

Los Angeles

In Los Angeles, 20 individuals were identified as key decisionmakers. Of them, ten were within the school system and ten outside it. Those within included the superintendent, three LAUSD staff members, three School Board members and three administrators, two principals, and, a Title I coordinator. The ten decisionmakers outside of the school system included four State legislators, three persons from professional educational organizations, two media representatives, and a former member of the Los Angeles Chamber of Commerce.

Implementation of the Interview Schedules

The implementation of the interview schedules was primarily the responsibility of the site research staffs. The leadership interviews were designed to be conducted by the researcher from that organization in order to obtain the fullest responses. The decisionmakers' interviews were conducted, in most cases, by the site coordinators with occasional help from other site researchers.

The implementation of the interviews generally went smoothly. Organization leaders were accessible to the researchers and the decisionmakers were also generally available. However, in a few cases, decisionmakers declined to be interviewed or scheduling problems limited their availability to the researchers.

The initial schedule established by the central research staff called for the first round of interviews to be conducted during September-October 1977, the second in May-June 1978, and the final round in January-February 1979. This schedule would have resulted in interviews conducted over approximately 18 months.

Problems in Implementation and Reporting

The most fundamental problem in the use of the interviews stemmed from the time-panel analysis. While the researchers initially recognized that ideally three-to-five years was necessary to complete a longitudinal study, it was decided to attempt the analysis over the shorter, 18-month period. This period was further reduced as the study was slower in establishing the sites than initially projected. The sites also shut down earlier than expected. The result was an interview process conducted three times over a 12- to 15-month period, a period too short to allow for a meaningful time-panel analysis. An additional limitation in this analysis was the nature of school politics. The major policy issues which confront school systems (e.g., declining enrollments, desegregation) are often long-term in nature and are not apt to change over a six-month period or even from year to year. To the extent that we were attempting to analyze change in the major issues confronting the school systems and the response of community organizations to those issues, the time period was simply not long enough.

One of the manifestations of this time problem was the type of responses generated in the second and third rounds of interviews. For those questions which were designed to provide the basis for the analysis of changing issues, the first round generated usable responses. However, in the later rounds, respondents often answered that there was no change in their response from the previous round; a response which testifies to the inadequacy of the time period.

The other major problem related to the training of the researchers in interview techniques. As noted in Appendix D, the site researchers were chosen primarily because of their access to the organization. As a result, many had no previous research and interviewing experience. While some training was done by the central research staff, it was clearly not sufficient for those researchers who had no previous experience. The overall level of qualifications differed by site; the Atlanta and Boston researchers had less research experience than the researchers in Los Angeles.

The first round of interviews suffered most from the researchers' lack of experience. A number of first round interviews came into the central office with a series of one-word or yes/no answers. These interviews were sent back to the sites to be redone, a process which also shortened the overall time period. While these redone interviews provided more information, in many cases the level of detail was still unsatisfactory. The central office staff attempted to work more closely with the site staffs to improve the interviewing the reporting skills of the interviewers; however, the limited nature of these contacts was not sufficient to fully train the researchers. Consequently, minor reporting problems persisted throughout the course of the study.

Presentation of the Data

The presentation of the data is based on the three rounds of interviews in the separate sites, and the two interview schedules. For each question, the responses to the questions are presented in summarized form by round and by site. The decisionmaker responses are presented first.

The decisionmaker responses to Questions 1 and 2 are presented in rank order by frequency including all single responses. The responses to Question 5 were tabulated by the number of respondents indicating "yes" or "no" responses. Additionally, specific organizations identified in response to Question 4 are presented in rank order. The responses to Questions 5 - 9 are similar in form to Question 4. The responses to Question 11 and 12 were comparable and consequently are summarized together.

In the leadership responses to Questions 1 and 2, the responses of each respondent are listed separately to identify the issues the organization is involved with and other organizations involved in those issues. The responses to Questions 3, 4, 5, 8 and 9 are presented in rank order. The responses to Questions 6 and 7 indicate a yes/no response and any specific information included in the response; in a number of cases, the interviews did not follow up on positive responses by eliciting specific information.

Three additional points should be noted with regard to both schedules. First, in a number of cases in the second and third rounds, respondents indicated that their answers had not changed from the previous interview. In these cases, the response is recorded by the symbol RR (repeat response).

Second, the interview instrument was adapted to meet the needs of each site. Using the original instrument as a guide, and ensuring that all the information noted in the original schedule was obtained, the sites were free to modify the instrument to their own needs. This was especially true in the second and third rounds for those questions which were designed to elicit information which would not change over the course of the study (e.g., are you a member of a community organization?). Consequently, there is some variation in the responses by site and by round. This approach of adapting to local circumstances allowed us to gain significantly more information than if we had retained the original instrument.

Finally, the data presented do not include the responses to certain questions. In these cases, the responses were of such poor quality, that they have not been presented collectively or used in the analysis of the organization or school systems. However, certain individual responses which provided data have been used where appropriate in the report.

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Citizen Participation in Education Decisionmaking

Decisionmakers Interviewing Schedule

Date:________________

Agency/Organization:______________________Interviewer:____________

Posision__________________________________

1. What would you say are the major issues confronting the school system?

2. What community groups are or have been concerned with these issues? (If the groups under study are not listed, ask about them specifically.)

3. How is this concern expressed (letters, personal contacts, meetings) ?

4. How do community organizations receive information on issues?

   - From the local education agency?

   - From other groups?

5. Have any of those groups been in contact with your agency/organization regarding these issues?

   - Which groups?

   - What issues?

   - What is the nature of these contacts (phone, written, face-to-face) ? Their frequency?

6. Do you seek out and initiate contacts with community groups?

   - Is this a regular procedure?

   - On what type of issues?

   - With which groups?

7. If and when community organizations do contact you, do you find that they prefer to deal individually with people like you or do a number of groups work together ?

8. Do you have contact with organizational leaders or members outside your job?

   - o Which leaders?
   - o For what purpose?
   - o How often?

9. Are you a member of any organization which deals with education?

10. Have you or representatives from your agency/organization attended any organizational meetings?

11. For those organizations you listed as active, what do you feel has been their impact?

12. How effective do you feel the organization is in implementing policy and developing issues?

13. Are there differences in the nature of your contacts with mandated groups as contrasted with community groups?

Case Number______________

Citizen Participation in Educational Decisionmaking

Leadership Interview Schedule

Date:______________________

Organization:________________________________ Interviewer:______________

1. What are the issues the organization is involved with?
    - o Education and noneducation
2. How has the organization decided to focus on these issues?
3. Are you aware of other organizations working on the same issues?
    - o Which issues?
    - o Which organizations?
    - o What, if any, have been the nature of your contacts with those organizations?
4. How does the organization receive information? Generally? On specific issues? How much is received from organization members? From other organizations? From the local education agency?
5. Do you have contact with decisionmakers?
    - o Who?
    - o For what purpose?
    - o Who initiates contact?
    - o How often?
    - o What form of contact (telephone, letter) ?
6. How important are contacts with the local education agency to the organization's functioning?
7. In recent months have there been contacts with other organizations working on school issues? On nonschool issues?
    - o Which organization?
    - o For what purpose?

- Who initiated contacts?
- How important are such contacts to the organization?

8. Do you have contact with the members of your organization outside of organization meetings?

    - What form of contact?

9. For those issues with which you have indicated organizational involvement, do you perceive any impact as a result of the organization's activity?

    - Impact on local educational agency policy?
    - Impact on other groups in the community?
    - Impact on organizational membership?

10. What types of contacts, if any, occur between mandated groups and voluntary organizations? Joint membership? Joint meetings?

11. For those organizations with a specific neighborhood base: How has the organization interacted with the community?

12. Has the organization had any contact with professional organizations in education? What has their role been?

Atlanta

Decisionmakers Interview

Round 1

Question 1: What would you say are the major issues confronting the school system?

	Issues	N
1.	Inability of school system to properly educate children. Low achievement levels/ basis skills.	7
2.	Loss of Tax base/finances	7
3.	Relationships/communications	4
4.	Citizen Participation	3
5.	Credibility	3
6.	Career education/curriculum relevance	3
7.	Racial Balance	2
8.	Discipline	2
9.	Declining enrollment	2
10.	Personnel evaluation	1
11.	Recruitment & maintenance of best possible, balanced (race, sex & training) staff	1
12.	Employee relations	1
13.	Employee salaries	1

Atlanta

Decisionmakers Interview

Round I

Question 2: What community groups have been concerned with these issues?

	Organization	N
1.	PTA's	5
2.	Emmaus House	3
3.	Chamber of Commerce & banks	3
4.	Reynoldstown Civic League	3
5.	Patch	2
6.	NPU Neighborhood Planning Units	2
7.	Atlanta Council for Public Education	2
8.	NAPPS Northside Atlanta Parents for Public Schools	1
9.	Better schools in Atlanta	1
10.	Urban League	1
11.	Carver High School, career developing	1
12.	Project Propinquity	1
13.	United Way, study	1
14.	EOA educational committee	1
15.	Employee organization	1
16.	Action Forum	1
17.	Midtown Association	1
18.	CIRCLE	1

Atlanta

Decisionmakers Interview

Round I

Question 4: How do community groups receive information on issues?

Source	N
Newsletters	5
Superintendent TV show	4
Media	4
Board Meeting	4
Local Education Agencies	3
Other Groups	3
Employees	2
PTA	2
Individuals in System	1
Don't know	1
Area Superintendent	1
Principals	1
Teachers	1
Involvement	1

Atlanta

Decisionmakers Interview

Round 1

Question 5: Have any of those groups been in contact with your agency/organization regarding these issues?

	Organization		N
YES			8
	PTA	2	
	All	2	
	Employees	1	
	Atlanta Association of Educators	1	
	American Federation of Teachers	1	
	League of Women Voters	1	
	Chamber of Commerce	1	
	Neighborhood Planning Units	1	
	Northside Atlanta Parents for Public Schools	1	
	CIRCLE	1	
	Parents for Action	1	
NO			4

One respondent did not identify the organization.

Atlanta

Decisionmakers Interview

Round I

Question 6: Do you seek out and initiate contacts with community groups?

	Organization		N
YES			8
	Community groups	2	
	PTA	1	
	American Federation of Teachers	1	
	Atlanta Association of Educators	1	
NO			4

Four respondents did not identify the organization.

Atlanta

Decisionmakers Interview

Round I

Question 7: If and when community organizations do contact you, do you find that they prefer to deal individually with people like you or do a number of groups work together?

	N
Work individually	9
Group	3

Atlanta

Decisionmakers Interview

Round I

Question 8: Do you have contact with organizational leaders outside your job?

	N
YES	10
NO	2

Atlanta

Decisionmakers Interview

Round I

Question 9: Are you a member of any organization which deals with education?

	N
YES	7
American Association of School Administrators, Council of Great City Schools, NASBE	
Urban League, NAACP, United Youth Adult Conferance, Atlanta Consortium	
NAPPS	
American Association of School Administrators	
National Association of School Board Members, Pathside High, PTA, TMCA	
American Association of School Administrators, Association on Curriculum Development, American Association of Personnel Administrators, National Education Association.	
PTA, President of Atlanta Council	
NO	4
No Response	1

Atlanta

Decisionmakers Interviews

Round I

Question 10: Have you or representatives from your agency/organization attended any organization meetings?

Organization		N
YES		9
Northside Atlanta Parents for Public Schools	3	
Neighborhood Planning Units	1	
Area Council	1	
Urban League Communication Center	1	
NO		3

Five respondents did not identify organization

Atlanta

Decisionmakers Interviews

Round I

Question 11: For those organizations you listed as active, what do you feel has been their impact?

12: How effective do you feel the organization is in implementing policy and developing issues?

Organizations	Impact/Effectiveness	N
(NAPPS) Northside Atlanta Parents for Public Schools	Recruitment through schools tends to strengthen individual schools & build community image.	4
NAPPS	Has done some things successfully around the issues of discipline and reduction of pupil teacher ratio which were broad enough to benefit all schools. Otherwise unsure about how effective organizations are.	
NAPPS	On the other hand has helped to reinstill confidence in Atlanta Public School System among whites.	
NAPPS	Is very influential. Its formation was not accidental and a number of black people played significant roles in the development.	
Emmaus House	Has been very negative.	2
Emmaus House	Good impact. For example, Father Ford was very instrumental in integration efforts and personally recruited students.	

Round I

Question 11 & 12 continued

Organizations	Impact/Effectiveness	
Parents for Action	Parents for Action approach is confrontational, but shock troops are needed; confrontation however, must come at the time.	1
YMCA	Has an impact because of its evening programs.	1
League of Women Voters	Has also been somewhat effective.	1
Bankers	Are most effective group because they provide leadership, generally and in the areas of finance, facilities planning and development of bond issues.	1

Atlanta

Decisionmakers Interviews

Round I

Question 13: Are there differences in the nature of your contacts with mandated groups as contrasted with community groups?

	N
YES	5

Some of the staff deal only with mandated groups.

Staff assigned to mandated groups. Approach to community groups is on an ad hoc basis.

But fading rapidly.

Mandated seem less concerned than community groups but are dealt with more by staff.

Mandated groups tend to appear to work toward their goal - ethnics, community groups are divided and fragmented.

	N
NO	7

Atlanta

Decisionmakers Interviews

Round 2

Question 1: What would you say are the major issues confronting the school system?

	Issues	N
1.	Declining enrollments	3
2.	Budget restrictions	2
3.	School closings	2
4.	Over crowding	1
5.	Tax base - due to Proposition 13 in California	1
6.	Collective bargaining	1
7.	Metro Case	1

Atlanta

Decisionmakers Interviews

Round 2

Question 2: What community groups have been concerned with these issues?

	Issues	N
1.	Northside Atlanta Parents for Public Schools	4
2.	Neighborhood Planning Units	3
3.	PTA	2
4.	Chamber of Commerce	2
5.	League of Women Voters	2
6.	Morningside Civic Organization	1
7.	Parents For Action	1
8.	CIRCLE	1
9.	Perry House	1

Atlanta

Decisionmakers Interviews

Round 2

Question 4: How do community groups receive information on issues?

Source	N
School Board and Briefing Session	3
Media coverage	3
Don't know	1

500

Atlanta

Decisionmakers Interviews

Round 2

Question 5: Have any of those groups been in contact with your agency/organization regarding these issues?

Organization		N
YES		4
Northside Atlanta Parents for Public Schools	3	
PTA	2	
Neighborhood Planning Unit	1	
Parents for Action	1	
Civic groups	1	
PATCH	1	
Emmaus House	1	
Ad Hoc groups	1	

Atlanta

Decisionmakers Interviews

Round 2

Question 6: Do you seek out and initiate contacts with community groups?

Organization		N
YES		2
Northside Atlanta Parents for Public School	1	
NO		2

One respondent did not identify the organization.

Atlanta

Decisionmakers Interviews

Round 2

Question 7: If and when community organizations do contact you, do you find that they prefer to deal individually with people like you or do a number of groups work together?

	N
Work individually	4
Work with group	0

Atlanta

Decisionmakers Interviews

Round 2

Question 8: Do you have contact with organizational leaders outside your job?

	N
YES	3
NO	1

Atlanta

Decisionmakers Interviews

Round 2

Question 9: Are you a member of any organization which deals with education?

	N
YES	3
PTA	
PTA	
PTA	
NO	1

Atlanta

Decisionmakers Interviews

Round 2

Question 10: Have you or representatives from your agency/organization attended any organizational meetings?

	Organization		N
YES			2
	Northside Atlanta Parents for Public Schools	1	
	PTA	1	
NO			2

Atlanta

Decisionmakers Interviews

Round 2

Questions 11: For those organizations you listed as active, what do you feel has been their impact?
12: How effective do you feel the organization is in implementing policy and developing issues?

Organizations	Impact/Effectiveness	N
Northside Atlanta Parents for Public Schools	Has been doing a good job in publicizing the schools. I don't know what other groups are doing with the schools.	1
Emmaus House	Has had a negative impact.	1
Chamber of Commerce	Has been helpful in improving the public image of the school system. The concerns of all community groups have been helpful in working on issues.	1

Atlanta

Decisionmakers Interviews

Round 2

Question 13: Are there differences in the nature of your contacts with mandated groups as contrasted with community groups?

	N
YES	2
It is sometimes difficult to make contact with civic groups.	
NO	2

Atlanta

Decisionmakers Interview

Question 1: What would you say are the major issues confronting the Atlanta school system?

Round 3

	Issues	N
1.	School finances	6
2.	Declining enrollment/school closing	4
3.	Public confidence in the system.	3
4.	Low achievement	2
5.	Transportation/Marta fares	2
6.	Racism - more segregation than before court settlement.	2
7.	Parental involvement.	2
8.	Building new schools due to population shifts.	2
9.	White flight	1
10.	Communication with business community.	1
11.	Building maintenance.	1
12.	Discipline	1
13.	Planning for the future.	1
14.	Student progression policy.	1

509

Atlanta

Decisionmakers Interview

Question 2: What community groups are or have been concerned with these issues?

Round 3

Organizations	N
PTA	6
Northside Atlanta Parents for Public Schools	6
CIRCLE	5
Neighborhood Planning Units	1
Atlanta Council for Public Education	1
Parents for Action	1
Chamber of Commerce	1
Apple Corps. (Jr. League)	1
PATCH	1
Ministers	1
Ad Hoc	1

Atlanta

Decisionmakers Interview

Question 4: How do community groups receive information on issues?

Round 3

Source	N
Informally	3
Connection (school system paper)	2
Media	2
Community Meetings	2
Direct involvment	1
Principals	1
Circulars from national organizations	1
Other groups	1
Students	1
Ministers	1

Atlanta

Decisionmakers Interviews

Question 5: Have any of those groups been in contact with your Agency/Organization regarding these issues?

Round 3

			N
YES			6
	Northside Atlanta Parents for Public Schools	4	
	PTA	3	
	Parents for Action	2	
	CIRCLE	2	
	American Civil Liberties Union	1	
	PATCH	1	
	Emmaus House	1	
	Reynoldstown Civic League	1	
	Teacher Organizations	1	
	Unions	1	
	Chamber of Commerce	1	
	Apple Corps. (Jr. League)	1	
NO			0
RR			3

RR * Respondents did not address themselves to the questions of the interview because they said that their answer remained the same as in the previous two rounds.

Atlanta

Decisionmakers Interview

Question 6: Do you seek out and initiate contact with community groups?

Round 3

			N
YES			6
	Northside Atlanta Parents for Public Schools	3	
	PTA	3	
	Chamber of Commerce	2	
	American Civil Liberities Union	1	
	PATCH	1	
	Emmaus House	1	
	Reynoldstown Civic League	1	
	Parents for Action	1	
	CIRCLE	1	
	Apple Corps. (Jr. League)	1	
	Church groups	1	
NO			0
RR			3

RR * Respondents did not address themselves to the questions of the interview because they said that their answer remained the same as in the previous two rounds.

Atlanta

Decisionmakers Interviews

Question 7:

In cases where community organizations have made contacts with you or your agency, do you find that they prefer to come individually or do a number of groups work together?

Round 3

Individually	Group	RR
5	1	3

RR * Respondents did not address themselves to the questions of the interview because they said that their answer remained the same as in the previous two rounds.

Atlanta

Decisionmakers Interview

Question 8: Do you have contact with organizational leaders outside of your job?

	Round 3
	N
Yes	5
No	1
RR	3

RR * Respondents did not address themselves to the questions of the interview because they said that their answer remained the same as in the previous two rounds.

Atlanta

Decisionmakers Interview

Question 10: Have you or representatives from your agency attended organizational meetings for any reason?

Round 3

			N
YES			6
	PTA	2	
	Northside Atlanta Parents for Public Schools	1	
	CIRCLE	1	
	Apple Corps. (Jr. League)	1	
NO			0
RR			

RR * Respondents did not address themselves to the questions of the interview because they said that their answer remained the same as in the previous two rounds.

Atlanta

Decisionmakers Interview

Question 11 & 12:

For the organizations you listed as active in education. what do you feel has been the impact? How effective do you feel these organizations are?

Impact/Effectiveness

- The major function of these groups has been to keep us honest. Their demands and requests have made us constantly look at ourselves and reevaluate our performance. We are constantly making sure that resources are allocated equally.
- Their comments are considered.
- NAPPS brought over 1000 white families back to the school system.
- They have influence. However decisions are made by the Board.
- They help us gain the kinds of information we need to make decisions.
- They don't seem to be too successful. Not enough community support. No one seems to be working with low income groups in the education arena.

RR - 3

517

Atlanta

Decisionmakers Interview

Question 14:

List the five most influential people or organizations in the education area for the city of Atlanta.*

Round 3

Influentials	N
PTA	4
NAPPS	2
Dr. Mays	2
Dr. Crim	2
Parents	2
Chamber of Commerce	2
State Legislature	1
City Council	1
State Board of Education	1
Federal Authorities	1
Atlanta University	1
CIRCLE	1
Parents for Action	1

* Question appears only on Round 3.

Boston

Decisionmakers Interviews

Question 1:
What would you say are the major issues confronting the school system?

Round I

	Issues	N
1.	Accountability & responsibility of teachers & personnel	5
2.	Lack of good education provided by schools	3
3.	Eradicating the system of patronage	3
4.	Unequal distribution of resources	2
5.	Desegregation	2
6.	Decentralization	2
7.	Vocational education	2
8.	Communication between department & parents	2
9.	Discipline	1
10.	Physical education	1
11.	Continuing breakfast program	1
12.	Probable effect of Proposition 13	1
13.	School department personnel not accepting court mandated councils	1
14.	Lack of confidence of schools to provide education	1
15.	Access to system	1
16.	Home & school association merger with REPC's	1
17.	Transportation	1

Boston

Decisionmakers Interviews

Question 1: - continued

Round I

Issues	N
18. Competency of administrators	1
19. 99 percent of the budget is fixed costs	1
20. Pressure & cost of special programs	1
21. Declining enrollment	1
22. Need new superintendent, an outsider with no ties to the system who can build confidence & clear lines of responsibility	1
23. Retain middle class in system	1

Boston

Decisionmakers Interviews

Question 2: What community groups have been concerned with these issues?

Round I

	Organization	N
1.	City Wide Education Coalition	8
2.	Freedom House	4
3.	Restore Our Alienated Rights (ROAR)	3
4.	City Wide Coordinating Council	3
5.	Community District Advisory Council	3
6.	Alianza Hispana	3
7.	City Wide Parents Advisory Council	3
8.	South Boston Information Center	2
9.	Powder Keg	2
10.	Home & School Association	2
11.	Tri Lateral Task Force	2
12.	Roxbury Action Program	2
13.	School volunteers	1
14.	Dorchester United Neighborhood Association	1
15.	Council of Minority Social Agencies	1
16.	Roxbury Multi-Service Center	1
17.	Chinese Education Coalition	1
18.	El Comite	1
19.	Mission Hill	1
20.	Racial Ethnic Parent Council	1

Boston

Decisionmakers Interviews

Question 4: How do community groups receive information on issues?

Round I

Source	N
News Letters	3
Media	3
District Superintendent	2
Home & School Association	1
Local Education Agency	1
Freedom House	1
City Wide Education Coälition	1
School Committee	1
Filing through the court	1
Funded by 636 monies	1
Community District Advisory Council	1
Department Implementation Information Centers	1
Rumors	1
METCO	1

Boston

Decisionmakers Interviews

Question 5:
Have any of those groups been in contact with your agency/organization regarding these issues?

Round I

Organization		N
YES		11
Freedom House	4	
City Wide Education Coalition	3	
Community Groups	2	
Mission Hill Extension Task Force	1	
Alianza Hispana	1	
Home & School Association	1	
South Boston Information Center	1	
CRS	1	
Ad Hoc Groups	1	
City Wide Parent Advisory Council	1	
Federation for Children	1	
ETCO	1	
NO		1

Boston

Decisionmakers Interviews

Question 6:
Do you seek out and initiate contacts with community groups?

Round I

Organization		N
YES		8
Community District Advisory Council	3	
Racial Ethnic Parent Council	2	
City Wide Education Coalition	1	
Home & School Association	1	
Freedom House	1	
Massachusetts House Association for Retarded Citizens	1	
NO		4

Boston

Decisionmakers Interviews

Question 7: If and when community organizations do contact you, do you find that they prefer to deal individually with people like you or do a number of groups work together?

Round I

	N
Work Individually	10
Work with Others	2

Boston

Decisionmakers Interviews

Question 8: Do you have contact with organizational leaders outside your job?

Round I	N
Yes	7
No	5

Boston

Decisionmakers Interviews

Question 9: Are you a member of any organization which deals with education?

Round I

	N
YES	8

Trotter School Parents Association

City Wide Education Coalition

Massachusetts Association of Superintendents, Principal Association, National Education Association

School of Education, Phi Delta Kappa, State Advisory Commission on Teacher Certification

Phi Delta Kappa, American Association of School Administrators, NEA, Great Cities Research Council

NASSP

School Committee, NAACP Education Committee, BEAM, United Church of Christ Scholarship fund, Massachusetts Board of Higher Education Advisory Committee

Council for exceptional Children

Phi Delta Kappa

NO	4

Boston

Decisionmakers Interviews

Question 10:
Have you or representative from your agency/organization attended any organizational meetings?

Round I

Organization		N
YES		8
Community District Advisory Council	2	
City Wide Education Coalition	2	
Racial Ethnic Parent Council	1	
Great Cities Research Council	1	
Magnet Conference	1	
HEW Conferences	1	
Freedom House	1	
NO		4

Boston

Decisionmakers Interview

Question 11: For those organizations you listed as active, what do you feel has been their impact?

Question 12: How effective do you feel the organization is in implementing policy & developing issues?

Round I

Organization	Impact/Effectiveness	N
City Wide Education Coalition	Has had an impact on special needs, superintendent search, principal rating.	4
City Wide Education Coalition	Has had a major information giving impact that has been very positive. CWEC has tried to deal with the lies put out by political leaders & with broader, more city wide pieces of information.	
City Wide Education Coalition	Little influence	
City Wide Education Coalition	Has had a major impact on several educational policy issues - class size, politics of school reform.	
Community District Advisory Council	Little influence.	3
Community District Advisory Council	Extremely influential.	
Community District Advisory Council	Being court ordered CDAC has access to the judge, usually has a list of concerns which "she" deals with at meetings.	
Freedom House	Not sure how to evaluate Freedom House. Freedom House has had tremendous involvement in Southie & getting kids into exam schools. They have spaced out the kids & that has worked as a plus.	2
Freedom House	Little influence .	
City Wide Parent Advisory Council	She has no idea of CPAC.	2
City Wide Parent Advisory Council	Some impact, transportation CPAC has unnecessarily positioned school committees on several issues to no real end.	

Boston

Decisionmakers Interviews

Question 11 & 12: - continued

Round I

Organization	Impact/Effectiveness	N
Alianza Hispana	Has had a significant impact in relation to services for Hispanic kids.	1
Council of Minority Social Agencies	Little influence	1
City Wide Coordinating Council	Little influence	1
South Boston Information Center	Negative influence	1
Parents Councils	Have been effective in the areas of school closings, class size & discipline. He mentioned that principals need to be made accountable.	1
Massachusetts Advocacy Center	Has been very good but people tend to mis-use it & it allows itself to be mis-used. MAC is currently suing the school department because it says minorities are segregated through special needs programs - the data seems to back it up.	1

Boston

Decisionmakers Interviews

Question 13:
Are there differences in the nature of your contacts with mandated groups as contrasted with community groups?

Round I

N

YES 6

Community groups still have their hat in their hand. Mandated groups are more self-confident.

Mandated groups look for ammunition not information. Community groups have learned ways of getting things indirectly.

Mandated groups are better organized.

Easier to deal with citizen initiated groups. They know what they want.

NO 5

No difference, "If you start making distinctions, you get into trouble."

Two respondents replied by only saying "Yes"

Boston

Decisionmakers Interviews

Question 1:
What would you say are the major issues confronting the school system?

Round 2

	Issues	N
1.	Desegregation in all aspects - students, faculty administration, curriculum training	4
2.	Building of public confidence in the system to educate	3
3.	Organization within the school department	3
4.	Parental concerns like reading & writing skills	2
5.	Establishing minimal competencies	2
6.	Vocational/occupational education & the correct intertwining of the business community, job preparation & Federal monies	2
7.	Decentralization	2
8.	Accountability	2
9.	Making the system function from a management point of view	1
10.	Establishing some measure of productivity	1
11.	Return to teaching & learning	1
12.	Support for the new superintendent & the recently passed reorganizational plan	1
13.	Special education	1
14.	Continuing development of the magnet program	1

Boston

Decisionmakers Interviews

Question 1: - continued

Round 2

	Issues	N
15.	Upgrade leadership at all levels - especially at the local school level	1
16.	Advancing the cracks in the door provided by the court intervention, e.g., parent involvement through CDAC, CPAC, REPC	1
17.	Cutting costs	1
18.	Discipline	1
19.	Transportation	1
20.	Inequities in system	1

Boston

Decisionmaker Interviews

Question 2: What community groups have been concerned with these issues?

Round 2

	Organization	N
1.	City Wide Education Coalition	9
2.	City Wide Parent Advisory Council	7
3.	Freedom House	5
4.	Alianza Hispana	5
5.	Community District Advisory Council	4
6.	Home & School Association	3
7.	Racial Ethnic Parent Council	2
8.	Coalition of Administrators of Hispanic Agencies	2
9.	Community Screening Committee (for the superintendent search committee)	1
10.	Federation for children	1
11.	Tri Lateral Task Force	1
12.	City Wide Coordinating Council	1
13.	The Coalition for Special Education	1
14.	Massachusetts Advocacy Center	1
15.	Massachusetts Association for Retarded Citizens	1
16.	Education Coalition of Parents	1
17.	Ad Hoc Groups	1

Boston

Decisionmakers Interviews

Question 4: How do community groups receive information on issues?

Round 2

Source	N
City Wide Education Coalition	4
Don't know	3
Informal network (usually wrong)	3
Parents Councils	2
City Wide Parent Advisory Council	2
Community District Advisory Council	1
Media	1

Boston

Decisionmakers Interviews

Question 5:
Have any of those groups been in contact with your agency/organization regarding these issues?

Round 2

Organization		N
YES		6
City Wide Parent Advisory Council	3	
City Wide Education Coalition	3	
Alianza Hispana	2	
Roxbury Multi-Service Center	1	
Roxbury Action Program	1	
United South End Settlements	1	
Young Mens Christian Association	1	
Cardinal Cushing	1	
Community District Advisory Council	1	
Freedom House	1	
Madison Park High School Student Council	1	
NO		5

One respondent did not identify the organization.

Boston

Decisionmakers Interviews

Question 6:

Do you seek out and initiate contacts with community groups?

Round 2

Organization		N
YES		6
Community Groups	1	
Federation of Teachers	1	
Massachusetts Advocacy Center	1	
City Wide Parent Advisory Council	1	
City Wide Education Coalition	1	
NO		5

One respondent did not identify the organization.

Boston

Decisionmakers Interviews

Question 7:

If and when community organizations do contact you, do you find that they prefer to deal individually with people like you or do a number of groups work together?

Round 2

	N
Work Individually	9
Work with Others	1
No response	1

Boston

Decisionmakers Interviews

Question 8: Do you have contact with organizational leaders outside your job?

Round 2

	N
Yes	8
No	2
No response	1

Boston

Decisionmakers Interviews

Question 9:
Are you a member of any organization which deals with education?

Round 2

	N
YES	6
Council of Chief State School Officers	
Phi Delta Kappa, Council for Exceptional Children, Council for Administration of Special Education	
AACTE, The Learning Project, Boy Scouts, Boston United Black Appeal, Phi Delta Kappa	
National Association of School Superintendents, League of Great Cities, Massachusetts Association of Superintendents, EDCO, Trustee of the Museum of Fine Arts	
Black Educators Association of Massachusetts	
Advising Board	
Roxbury Multi-Service Center	
NAACP	
City Wide Education Coalition	
Parents Teachers Association	
Young Mens Christian Association	
NO	5

Boston

Decisionmakers Interviews

Question 10:

Have you or representatives from your agency/organization attended any organizational meetings?

Round 2

Organization		N
YES		6
City Wide Education	1	
Council of Chief State School Officers	1	
Freedom House	1	
City Wide Parent Advisory Council	1	
Community District Advisory Council	1	
Boston Youth Leadership Coalition	1	
NO		5

Boston

Decisionmakers Interview

Question 11: For those organizations you listed as active, what do you feel has been their impact?

Question 12: How effective do you feel the organization is in implementing policy & developing issues?

Round 2

Organization	Impact/Effectiveness	N
Freedom House	Very effective	3
Freedom House	Has been somewhat effective because it has a captive audience due to the suit. It is self-serving & it is negligible.	
Freedom House	Plays a wholly different role. It brings together social services in the black community to share information. It organizes support for black kids & their families under pressure in the school staff, they are not into organizing.	
City Wide Education Coalition	Ability to provide information on critical issues is extraordinary. They have a great deal of credibility with all kinds of people including the judge. They do parent organizing & public information very effectively. They also provide the valuable function of being critical public & non-publicly of the court. Mandated councils. CWEC is very independent.	2
City Wide Education Coalition	Not much impact. Their goal is to disseminate information.	
City Wide Parent Advisory Council & Community District Advisory Council	Have a growing influence. Some REPC's are beginning to be influential. Anrig thinks the school committee behaved itself in the matter of the superintendent because there is a growing group of parents who have muscle & are learning how to use it to the best advantage.	1

Boston

Decisionmakers Interviews

Question 11 & 12: – continued

Round 2

Organization	Impact/Effectiveness	N
Massachusetts Association for Retarded Citizens	Some effect.	1
Massachusetts Advocacy Center	Some effect, CMAC just issued a report saying that special education money is being used to segregate minority children out of the classroom.	1
Parent Organizations	Have had a lot of influence. The fact that Wood was made superintendent is reflective of many groups.	1

Boston

Decisionmakers Interviews

Question 13:
Are there differences in the nature of your contacts with mandated groups as contrasted with community groups?

Round 2

YES 8

Mandated groups have an "adversarial relationship" with him.

Mandated groups need technical advice. Community groups come in on specific issues.

Mandated groups are sterile.

Mandated groups haven't got their act together.

Mandated groups are less able to reach their responsibilities.

Easier to deal with citizen initiated groups.

Mandated groups are the keystone of desegregation.

NO 2

One respondent replied by only saying Yes.

Boston

Decisionmakers Interview

Question 1:
What would you say are the major issues confronting the school system?

Round 3

	Issues	N
1.	Reorganization/Decentralization	3
2.	Vocational & Occupational Education	2
3.	Quality of Education	1
4.	creditability	1
5.	Accountability	1
6.	Adjusting the school system to accommodate the different types of kids now in it.	1
7.	Returning the System to the School Committee (Getting the Judge out)	1
8.	The Superintendent is not Committed to Affirmative Action	1
9.	Discipline	1
10.	Bilingual Education	1

Boston

Decisionmakers Interview

Question 2: What Community Groups have been concerned with these issues?

Round 3

Organization	N
City Wide Education Coalition	6
City Wide Parent Advisory Council	4
Community District Advisory Council	3
Alianza Hispana	3
Racial Ethnic Parent Council	2
Roxbury Action Program	2
766 Group	1
Massachusetts Mental Health Association	1
Freedom House	1
Massachusetts Advocacy Center	1
Home & School Association	1
Parent Councils	1

Boston

Decisionmakers Interviews

Question 4: How do community groups receive information on issues?

Round 3

Source	N
Other community organizations	4
Media	3
Mail (extensive mailing list)	2
Informally - (misinformation)	1
Officials within the system	1
Church activities	1
Local education agencies	1
Parent Councils	1
Don't know	1

Boston

Decisionmakers Interview

Question 5:
Have any of those groups been in contact with your agency/organization regarding these issues?

Round 3

		N
YES		6
City Wide Education Coalition	2	
Alianza Hispana	2	
Home & School Association	2	
City Wide Parent Advisory Council	1	
Community District Advisory Council	1	
Freedom House	1	
Restore Our Alienated Rights	1	
Racial Ethnic Parent Council	1	
NO		2

Boston

Decisionmakers Interview

Question 6:
Do you seek out and initiate contacts with community groups?

Round 3

		N
Yes		3
Home & School Association	1	
Faculty Senate	1	
No		5

Two respondents did not identify the organization.

Boston

Decisionmakers Interviews

Question 7: If and when community organizations do contact you, do you find that they prefer to deal individually with people like you or do a number of groups work together?

Round 3

Individually	Work With Others
8	0

550

Boston

Decisionmakers Interviews

Question 8: Do you have contact with organizational leaders outside your job?

Round 3

Yes	No
4	4

Boston

Decisionmakers Interview

Quesiton 9:
Are you a member of any organization which deals with education?

Round 3

		N
Yes		6
Phi Delta Kappa	2	
City Wide Education Coalition	1	
State Advisory Board on Teacher Certification	1	
Principals Organization	1	
Massachusetts Mental Health Organization	1	
AACTE	1	
United Black Appeal	1	
No		2

Boston

Decisionmakers Interviews

Question 10:
Have you or representatives from your agency/organization attended any organizational meetings?

Round 3

Yes	No	No Response
3	1	4

553

Boston

Decisionmakers Interview

Question 11:

For those organizations you listed as active, what do you feel has been their impact?

Round 3

- The Judge listened seriously to CWEC
- They assisted in the superintendent search.
- Bilingual groups have made themselves heard.
- They attract attention
- Minimal impact, the court makes the decision.
- No impact

Two decisionmakers did not respond.

554

Boston

Decisionmakers Interviews

Question 12:
How effective do you feel the organization is in implementing policy and developing issues?

Round 3

- We've been tremendously effective but there is still lots to be done.
- Since the appointment of the new superintendent our influence has been drastically cut.
- Some things we do very well, other things not so well.
- Quite effective.
- Extremely effective.
- No effect is felt.

Two decisionmakers did not respond.

555

Boston

Decisionmakers Interview

Question 13:

Are there differences in the nature of your contact with mandated groups as contrasted with community groups?

Round 3

Yes	1
Court mandated councils don't know how to do what they have to do. Citizen initiated groups at least know what they want.	
No	6
Not Applicable	1

556

Los Angeles

Decisionmakers Interviews

Round I

Question 1: What would you say are the major issues confronting the school system?

	Issues	N
1.	Integration	15
2.	Financing/Budgeting	9
3.	Collective Bargaining	7
4.	Improvement of reading and math scores/quality learning	6
5.	Assessing and meeting needs of Spanish surnamed and new immigrants, bilingual education	4
6.	Greater parent participation	2
7.	Equal opportunity in education	2
8.	Fundamental change in bureaucracy that will affect classroom	1
9.	Management of School System	1
10.	Permissive Code	1
11.	Decentralized school decisionmaking	1

Los Angeles

Decisionmakers Interviews

Round I

Question 2: What community groups are or have been concerned with these issues?

	Organization	N
1.	Community Advisory Councils	11
2.	PTA's	10
3.	League of Women Voters	9
4.	BUSTOP	7
5.	American Civil Liberties Union	6
6.	Ethnic Commissions	6
7.	NAACP	5
8.	Women For	5
9.	Project Integration	3
10.	California Tax Association	3
11.	Chamber of Commerce	2
12.	Teacher Organization	2
13.	United Teachers of Los Angeles	2
14.	Association of Mexican-American Educators	2

	Organization	N
15.	American Federation of Teachers	2
16.	Pi Lambda Theta Sorority (UCLA)	1
17.	Church Groups	1
18.	Principal Organization	1
19.	Area Advisory Councils	1
20.	CPEE	1
21.	Association of University Women	1
22.	For Chicano Education	1
23.	The Chacon Advisories	1
24.	The Asian American Advisors	1
25.	CMRC	1
26.	Black Educators Association	1

Los Angeles

Decisionmakers Interviews

Round I

Question 4: How do community groups receive information on issues?

Source	N
School District Offices	12
Area Offices	10
Media	5
PTA	4
Board of Education	3
News Letters	3
Public Information Office	2
Office of the Superintendent	2
Principals	2
Community Advisory Council	2
NAACP	1
Urban League	1
Faculty Chair	1
Resource Person	1
Word of Mouth	1
Teachers	1
Informal and Formal	1
League of Women Voters	1

Question 4: -continued

Source	N
Elected Officials	1
United Teachers of Los Angeles	1
American Civil Liberties Union	1
Don't know	1

Los Angeles

Decisionmakers Interviews

Round I

Question 5: Have any of those groups been in contact with your agency/organization regarding these issues?

YES	$\frac{N}{20}$
PTA'S	4
Mexican American Education Commission	4
Comm. Advisory Council	3
Teachers	2
Black Commissions	2
Title I Parents	2
AD HOC Groups	2
League of Women Voters	1
Asian Commission	1
California Assoc. of Bilingual Educators	1
Chicanos in Higher Education	1
CCFFSS	1
el Congresso	1
BUSTOP	1
United Neighborhood Organization	1

6 respondents did not identify the organizations.

Los Angeles

Decisionmakers Interviews

Round I

Question 6: Do you seek out and initiate contact with community groups?

		N
YES		14
United Teachers of Los Angeles	2	
Community Advisory Council	2	
PTA	1	
California Tax Association	1	
PELA	1	
NO		6

9 Respondents did not identify the organization.

Los Angeles

Decisionmakers Interviews

Round I

Question 7: If and when community organizations do contact you, do you find that they prefer to deal individually with people like you or do a number of groups work together?

	N
Work individually	9
Work with others	5
Depends on issues	3
No response	3

Los Angeles

Decisionmakers Interviews

Round I

Question 8: Do you have contact with organizational leaders outside your job?

YES	NO	NO RESPONSE
15	4	1

Los Angeles

Decisionmakers Interviews

Round I

Question 9: Are you a member of any organization which deals with education?

	N
YES	10
Delta Society, La and National Math Council	
PTA, American Jewish Committee	
PTA, Citizen Advisory Council, School Advisory Council, LAASSA	
PTA, Delta Kappa, CAC, LASSA, ACLA	
ACLA, AASA, Adult Education	
ACLA, NAS, KAPPA, Delta Pa, USA Educational Alumni, Kappa Delta Pi	
Kappa Delta Pi, School Site Administration Council	
AMAE, CTA	
ZETA Phi Beta Sorority, Comp. Educational Principals	
School Advisory Council	
NO	8
No response	2

Los Angeles

Decisionmakers Interviews

Round I

Question 10: Have you or representatives from your agency/organization attended any organizational meetings?

YES	$\frac{N}{8}$
PTA	4
Community Advisory Council	4
American Civil Liberties Union	2
League of Women Voters	1
Black Leadership	1
District Title I Advisory Council	1
BUSTOP	1
Hoover Urban Renewal Council	1
Black Functions	1
Manual Arts Cluster	1
City Council	1
CACSI	1
Black Education Commission	1

Round I

Question 10: -continued

YES

JEP Coordinating Council	1
Library Commission	1
United Teachers of Los Angeles	1

NO 12

3 Respondents did not identify the organization.

Los Angeles

Decisionmakers Interview

Round I

Question 11: For those organizations you listed as active, what do you feel has been their impact?

12: How effective do you feel the organization is in implementing policy & developing issues?

Organization	Impact/Effectiveness	N
PTA	Bring in people concerned with the issue, give information and answer questions. Little impact. Not enough parents involved to have effective impact.	8
PTA	Great impact. School parents were able to express themselves and concerns.	
PTA	Haven't made any effort to sway public opinion.	
PTA	Has strength on wider scale than individual CAC's corporal punishment and integration.	
PTA	Sometimes is criticized because they address a broader and more generalized scope of issue.	
PTA	Was instrumental in developing the Sharp Program.	
PTA	Attend meetings concerning the Sharp Program.	
PTA	Very effective.	

Questions 11 & 12 continued

Organization	Impact/Effectiveness	N
League of Women Voters	Has been instrumental, had it not been for their input to get the next vote to get the public provision in the statute we would probably have nothing.	5
League of Women Voters	Legislation on public access was highly influenced by the League. I think this is a good example of how effective a group can be even though they are not here on a daily basis.	
League of Women Voters	When Connie Schiff was then education consultant with the league they were very effective. It's a great loss that she's leaving. I don't know this Brodkin too well. Connie had great knowledge and intelligence.	
League of Women Voters	Everyone doing their own thing--except for the League of Women Voters. They have a much broader scope.	
League of Women Voters	Attend meetings concerning the budget and make recommendations but I am not sure how much influence they have.	
BUSTOP	Has been very effective in rallying that large section of the public opinion against integration by busing. If the people who are in favor of integration hadn't been vocal (integration project and urban league) there would be a more negative reaction against busing.	4

Question 11 & 12: -continued

Organization	Impact/Effectiveness	N
BUSTOP	Limited integration.	
BUSTOP	Impact significant. They were successful in electing one board member. I don't agree with their goals.	
BUSTOP	Impact their own highly personalized issues--too bad because the larger issues of the district are overlooked if not circumvented.	
School Advisory Council 37th Street	More effective because parents are more actively involved. They participate with school and community through action groups. Have representatives to serve at both district and state levels.	
School Advisory Council 37th Street	Reviews scores, asks questions about programs. Though the council reading programs have been reviewed. Parents who feel they can be improved give suggestions. These ideas are also taken into consideration by the staff.	
Mexican-American Education Commission	Lots of influence in policy on administrators or committees. Used to be different. Now you have one of everything. Well structured at district level.	2
American Civil Liberties Union	Integration. Brought the original suit--student newspaper.	2
American Civil Liberties Union	A lot.	

Question 11 & 12: -continued

Organization	Impact/Effectiveness	N
United Teachers of Los Angeles	Collective bargaining.	2
United Teachers of Los Angeles	Fine system of dealing with the unions. Just excuse with compromise.	
AFT	May not be as large as CTA but it has a very competent lobbying group.	1
Jewish Federation	Did not want ethnic and religious origins on survey. A lot of power on any issue. Integration became a problem when it hit home for the Jews.	1
Indian Commission	Artifacts at university. Did not want them disturbed. Effective. Objects to having Indians called savages in text books.	
Black Commission	Text books. Get to Diana Watson to effect integration.	1
NAACP	Some	1
California Tax Association	They have as much clout as any other group.	1
Advisory Councils	Most effective except at local levels (reading programs).	1
Title I Parents	Their personal involvement with them. They have inspected me effectively. Meet with them regularly. They have had an impact on policy development but not on implementation but implementation is not where the focus has been.	1

Questions 11 & 12: -continued

Organization	Impact/Effectiveness	N
Community Advisory Council	Principals feel if CAC's really want to become involved and assist they are able to do it. General feeling is a positive one towards role of CAC's. If you don't have issues you won't have people knocking at your door. Desire of parents to be involved in terms of large numbers simply will not happen.	1

Los Angeles

Decisionmakers Interviews

Round I

Question 13: Are there differences in the nature of your contacts with mandated groups as contrasted with community groups?

YES 6

Mandated groups have guidelines handed down within which to operate - community initiated groups make their own guidelines.

Mandated groups see us frequently

Regular personal contact by mandated groups. Community groups contact us infrequently by phone.

Anything created by the district is bought and paid for.

Mandated groups have broader scope while community groups are narrower.

NO 11

No response
One respondent replied by only saying yes.

Los Angeles

Decisionmakers Interviews

Round 2

Question 1: What would you say are the major issues confronting the School System?

	Issues	N
1.	School finance/Prop. 13	11
2.	Integration/Desegegation (teacher and pupils)	8
3.	Implementation of Master Plan	8
4.	Bilingual education	5
5.	Collective bargaining	4
6.	Declining enrollment	1
7.	Declining achievement scores	1
8.	Staff development -- cadre of old tenure teachers	1
9.	Curriculum	1
10.	Staff reduction/Proposition 13	1
11.	Petitioning the State legislature to get money	1
12.	Minority participation in system	1

Los Angeles

Decisionmakers Interviews

Round 2

Question 2: What community groups are or have been concerned with these issues?

	Organization	N
1.	League of Women Voters	4
2.	Ethnic Commissions	3
3.	BUSTOP	3
4.	United Teachers of Los Angeles	3
5.	PTA	2
6.	Mexican-American Education Commission	2
7.	Women For	2
8.	Association of University Women	1
9.	NAACP	1
10.	Association of Mexican-American Educators	1
11.	School Boards	1
12.	Association for the Blind and Deaf	1
13.	California Association for Neurologically Handicapped Children	1
14.	Sunshine Committee	1
15.	MAPA - Mexican-American Political Association	1
16.	Choice, ESP, PELA, CJA, LASSA, OMACD, CAC, AJA, State Commission, Classified Employers, Parents State Wide Concerned, Minority Parents, Police Commission, Mayor Commission, Come + Go AD HOC, Plaintiffs in Anguilar Case, Church Groups	1

Los Angeles

Decisionmakers Interviews

Round 2

Question 4: How do community groups receive information on issues?

Source	N
School District Offices	6
Media	5
Area Offices	4
Other Groups	3
Public Information Office	3
News Letter	2
Ethnic Commission	1
Community Advisory Council	1
EERB mailing list	1
State	1
PTA	1
Principals	1
Office of Urban Affairs	1

Los Angeles

Decisionmakers Interviews

Round 2

Question 5: Have any of those groups been in contact with your agency/organization regarding these issues?

YES	N/13
Mexican-American Commission	4
BUSTOP	3
Unions	3
League of Women Voters	3
PTA	3
United Teachers of Los Angeles	2
American Civil Liberties Union	2
Force	1
Integration Project	1
KKK	1
American-Nazi Party	1
Sunshine Committee	1
Asian Commission	1
PICA	1
State Legislator	1
AMAE	1

Los Angeles

Decisionmakers Interviews

Round 2

Question 6: Do you seek out and initiate contact with community groups?

			N 12
YES			
	Mexican-American Education Commission	3	
	League of Women Voters	2	
	United Teachers of Los Angeles	2	
	PTA	1	
	31st District	1	
	ACLA	1	
	Sunshine Committee	1	
	Force	1	
	KKK	1	
	Integration Project	1	
	American Nazi Party	1	
NO			1

Los Angeles

Decisionmakers Interviews

Round 2

Question 7: If and when community organizations do contact you, do you find that they prefer to deal individually with people like you or do a number of groups work together?

	N
Work individually	6
Depends on issues	4
Work with others	1
No response	2

Los Angeles

Decisionmakers Interviews

Round 2

Question 8: Do you have contact with organizational leaders outside your job?

YES	NO	NO RESPONSE
4	4	5

Los Angeles

Decisionmakers Interviews

Round 2

Question 10: Have you or representatives from your agency/organization attended any organizational meetings?

			N
YES			11
	CRESC	1	
	CPEE	1	
	District Advisory Affirmative Action Group	1	
	Cinco de Mayo Celebrations	1	
	Political Dinners	1	
	Community Groups	1	
NO			2

4 Respondents did not identify the organization.

Los Angeles

Decisionmakers Interviews

Round 2

Question 11: For those organizations you listed as active, what do you feel has been their impact?

Question 12: How effective do you feel the organization is in implementing policy and developing issues?

Organization	Impact/Effectiveness	N
BUSTOP	Impact in court--legitimate appeals.	3
BUSTOP	Integration--have had impact on media	
BUSTOP	Only one real impact and its neglible calls and shenanigans are going on in the district (advisory committees taking positions on voluntary programs).	
Mexican-American Education Commission	Recognition of the needs of non-English speaking students. Wanted a district policy on bilingual. They did get one. Instrumental in getting Chacon bill passed. Had input into bill getting bilingual aid.	3
Mexican-American Education Commission	Been very involed in bilingual education. Very meticulous in monetary inaccuracies, raising questions (W/R to programs, ESMA proposal for funds under LAU mandate).	
Mexican-American Education Commission	Profound impact in bringing pressure to hire 30% Chicano staff. Has caused the "internal politicians" of board and teacher organizations to be (1) aware (2) plan (3) confront "racist" on insensitive nature in some cases results in polarization, but awareness increases. Bitter exchange within organizations	

Round 2

Questions 11 & 12: -continued

Organization	Impact/Effectiveness	N
United Teachers of Los Angeles	Very effective	2
United Teachers of Los Angeles	No impact. "Lots of wasted effort".	
Developmentally Disabled	Educational, but also when they come, their need is more easily identified and one can be very sympathetic. It's very effective.	1

Los Angeles

Decisionmakers Interviews

Question 1: What would you say are the major issues confronting the school system?

Round 3

	ISSUES	N
1.	Integration/desegregation	9
2.	budget/school finance/proposition 13	7
3.	Shortage of personnel	2
4.	Proposition "M" school governance	2
5.	Appointment of 7th board member	2
6.	Collective bargaining	2
7.	Accountability	2
8.	Over crowded schools	2
9.	Bilingual/bicultural education	1
10.	Teacher training	1
11.	White flight	1

Los Angeles

Decisionmakers Interviews

Round 3

Question 5: Have you had any contact with community or citizen organizations on the issues you've mentioned?

YES		N
		9
United Teachers of Los Angeles	3	
Community Advisory Council	3	
Mexican-American Education Comm.	2	
Black community	2	
PTA	2	
League of Women Voters	2	
All Commissions	2	
BUSTOP	2	
Hispanic Community	1	
CMAC	1	
Association of Mexican Educators	1	
Title I Advisory Groups	1	
Jewish Groups	1	
TELACU	1	
Force	1	
Women For	1	

Los Angeles

Decisionmakers Interviews

Question 14: Who are the five most influential people or organizations on the issues you are dealing with?

Round 3

Name	Response
Judge Egly	6
Supt. Johnson	5
UTLA	4
School Board of Education	4
State Legislature	4
Governor	3
Miller	3
Hispanic Community	2
NAACP	2
Leo McCarty in State Legislature	2
Fiedler	2
Halverson	1
Rodda in State Legislature	1
Riles	1
Black Community	1
BUSTOP	1
Community Groups	1
Urban League	1
Diane Watson	1
Joe Brown	1
Mayor	1
President of USA	1
ACLU	1

Los Angeles

Decisionmakers Interviews

Round 3

Question 15: What have been the major issues or problems regarding education that you have been involved with since we last spoke? *

	Issues	N
1.	Busing/integration	7
2.	Collective bargaining	3
3.	Budget	3
4.	Accountability	2
5.	Teacher training	1
6.	Recruiting of teachers (Black & Hispanic)	1
7.	Overcrowding of schools in the Central City	1
8.	Compliance of LAU plan	1
9.	Selection of 7th Board Member	1
10.	White Flight	1
11.	Personnel hiring	1

* Questions 15 - 18 appear on the Los Angeles Decisionmakers Round 3 only.

Los Angeles

Decisionmakers Interviews

Round 3

Question 16: Where would you place yourself or your office on a list of influentials?

Insignificant

Perceived as having a lot of influence, but I seriously question it.

Second but as a group.

Fifth in influence.

Very low.

Fifth in influence.

Healthy clout.

There were two NO responses.

Los Angeles

Decisionmakers Interviews

Round 3

Question 17: In What Ways, If Any Would Board Members, School Administrators, Teachers, Parents or Community, Behave Differently Than They Do Now If Board Members Were Regionally Elected?

RAMIFICATIONS OF PROPOSITON "M"	N
Increased accountability & responsiveness to district.	7
Provincialism may further politicize process, becomes a spoils system.	3
Votes will reflect wishes of the community.	1
Hispanic community will be represented.	1
Board member could supersede area superintendent influence in community.	1
District superintendent role will be different, it's a positive change.	1
Reduce the number of area superintendents to seven.	1

Los Angeles

Decisionmakers Interviews

Round 3

Question 18: This Study is Interested in Uncovering Factors That Help Organizations Positively Affect Educational Issues. Do You Have Any Thoughts on How Groups Could be More Effective Than They Are Now in Encouraging Increased Education Quality?

Strategy for Effectiveness	N
Development of Coalitions	2
Through increased information	2
Train organizations not to capitalize on other groups' failure	1
Observe board meetings.	1
Must get sense of community/ask viewpoint.	1
Don't force politicians into do or die situations on a single issue.	1

Atlanta

Organization Leadership Interviews

Round I

Question 1: What are the major issues the organization is involved with?

Organization	Issues
Braves	Educational and noneducational, issues concerning human rights regardless of race, creed or color.
Braves	Issues--education and noneducational, housing, employment.
Braves	Educational and noneducational.
Peachtrees	Issues all educational oriented--build image of public education, stop white flight, personnel selection, programs, curriculum, tuition tax credit and political issues as they relate to public education.
Peachtrees	Issues are educational--publicizing positive aspects of public education, white flight.
Peachtrees	Public education, build image of public schools.
Peachtrees	Only educational issues, integration is central to the whole issue of education in Atlanta, white flight, negative and sensational newspaper coverage, declining enrollment.
Falcons	Neighborhood and improvement, e.g., drainage, recreation.
Falcons	Facilities, drainage (neighborhood improvement).

Question 1. continued

Round I

Organization	Issues
Falcons	Non-educational-- transportation, human development, public safety parks and recreation, land use and zoning.
Falcons	MARTA taking up so much land, damage by MARTA trucks to streets, drainage.
Falcons	Mozley Park recreation program, more facilities, better heating and air conditioning for community buildings, drainage cleanup.
Falcons	Rezoning, vacant houses, run down houses, closing of Bethune School, problems of consumers.
Falcons	Housing, jobs, crime, general community welfare, street paving and molding healthy attitudes and behaviors in youth of the community.
Omnis	Education issues-- lack of preparation in basic subject areas, quality of teachers, teaching conditions, unequality of resources, organization of authority in the system, quality of high school grads.
Omnis	Only educational issues.
Omnis	Educational issues.
Grits	Issues - Educational and noneducational.
Grits	Educational and noneducational--supporting public education, upgrading education for dropouts and potential dropouts, child advocacy, employment, rehabilitation/renovation of housing in Cabbagetown.
Magnolias	Noneducational--community planning, MARTA.
Magnolias	Noneducational--issues that will help community.

Question 1. continued

Round I

Organization	Issues
Magnolias	Noneducational, city planning for community center, MARTA transportation issues.

Atlanta

Organizational Leadership Interviews

Round I

Question 2: What community groups have been concerned with these issues?

Organization	Other organizations involved with same issues
Braves	Metropolitan Atlanta Summit Leadership Congress, NAACP, League of Women Voters.
Braves	Atlanta Housing Authority Tenant Corporation, Northside Parents.
Braves	The Children's Foundation.
Peachtrees	CIRCLE, ACPE, Parents for Action, League of Women Voters, Chamber of Commerce, Junior League, PTA.
Peachtrees	ACPE, Chamber of Commerce, League of Women Voters.
Peachtrees	CIRCLE, STAY, See Georgia.
Peachtrees	(P.I.P.E.) Presbyterians Involved in Public Education, CIRCLE, ACPE, Chamber of Commerce, Junior League, Emmaus House, PATCH.
Falcons	None
Falcons	None
Falcons	NAACP, Urban League, NPU's.
Falcons	Other NPU's
Falcons	Neighborhood clubs.
Falcons	Herndon House Tenants Association.
Falcons	Neighborhood groups and churches, some mandated groups say they are involved but they are not.

Question 2. continued

Round 2

Organization	Other organizations involved with same issues
Omnis	None
Omnis	None
Omnis	None
Grits	None
Grits	Exodus
Magnolias	Little Five Point Organization.
Magnolias	PATCH, EOA,
Magnolias	PATCH, Grady Homes Civic League, Inman Park Association, the Candler Park Civic League.

Atlanta Leadership Interviews

Question 3: How Has the Organization Decided to Focus on These Issues?

Round I

How Focus Decided	N
Presentation of problems at board meetings by members.	6
We assign committees to develop issues.	4
Involvement	3
Have open house.	3
Meeting with top officials/bring in speakers.	3
Neighbors discuss problems with group.	1
By going to the city department that is responsible for the area.	1
Research	1
Attend community input meetings	1
Community would decide what needs to be focused on.	1
By developing a total community development program.	1
They were obvious issues to decide to focus on.	1
Lobbying	1
Forums	1

Atlanta Leadership Interviews

Question 4: How Does the Organization Receive Information?

Round I

Source	N
Members	14
Other organizations	7
Education agency	6
Public officials	4
Publications	4
Personal contact	4
Community	3
Concerned parents	2
Word of mouth	2
Friends	1
Supporters	1
Students	1
Teachers	1

Atlanta Leadership Interviews

Question 5: Do You Have Contact With Decisionmakers?

Round I

Yes	No
21	1

Atlanta Leadership Interviews

Question 6:
How Important Are Contacts With the Local Education Agency to the Organization's Functioning?

Round I

Very Important	Not Important	No Response
18	2	2

Atlanta Leadership Interviews

Question 7: In Recent Months Have There Been Contacts With Other Organizations Working On School Issues?

Round I

		N
Yes		17
Jr. League	4	
ACLU	3	
CIRCLE	3	
NAACP	2	
League of Women Voters	2	
PTA's	2	
MASLC	1	
Exodus	1	
School councils	1	
Little Five Point Grady Home	1	
Assoc. for supervision & Curriculum Development	1	
PIPE	1	
IDEA	1	
NPU	1	
Civic Association	1	
Research Atlanta	1	
NAPPS	1	
Atlanta council for public education	1	
Urban League	1	
No		4
No Response		1

Question 8:

Do You Have Contact With the Members of Your Organization Outside of Organization Meetings?

Round I

Yes	No
20	2

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Atlanta Leadership Interviews

Question 9: For Those Issues With Which You Have Indicated Organizational Involvement, Do You Perceive Any Impact as a Result of the Organization's Activity?

Round I

Impact	N
o Positive Impact.	5
o More involvement & participation from community.	3
o Free breakfast program, summer school and more people involved.	2
o Some impact but not significant.	2
o Fairly effective - educate people about Civic problems.	2
o School attendance has increased.	1
o We impact community groups but not community affairs department.	1
o Increased membership - provide community with information.	1
o The city knows it has to do its job.	1
o Fairly effective in accomplishing some goals.	1
o No response.	3

Atlanta Leadership Interviews

Question 10:
What Types of Contacts, If Any, Occur Between Mandated Groups and Voluntary Organizations?

Round I

No contact	9
Joint Membership	7
Joint Meetings	3
N/A	1
No Response	4

Atlanta Leadership Interviews

Question 11: For Those Organizations With a Specific Neighborhood Base: How Has the Organization Interacted With the Community?

Round I

	N
Through joint meetings with community to discuss problems.	4
Sharing information.	3
Maintaining a good relationship with community.	3
We invite various speakers from the Community.	2
Open Houses	2
By getting parents & children involved in neighborhood programs & meetings.	1
We are intricately involved with the community.	1
Send letters & make telephone inquiries.	1
Neighborhood activities.	1
We need to do a better job of reaching out to the community to get more people interested.	1
It has been good although we have to catch up with other groups.	1
We serve as a catalyst for action in the community.	1
We try to involve the community as much as possible.	1
N/A	1
Getting people into public schools.	1
No Response	1

Atlanta Leadership Interviews

Question 12:

Has the Organization Had Any Contact With Professional Organizations In Education?

Round I

Yes	No	N/A	No Response
11	8	1	2

Atlanta

Organization Leadership Interviews

Round 2

Question 1: What are the major issues the organization is involved with?

Organization	Issues
Peachtrees	Only educational issues, bring neighborhood families into public schools by projecting a good image of the schools to the community, more parental involvement in schools, inform the public on issues of public education such as tuition tax credit.
Peachtrees	Only educational issues - our primary issue is bringing people back to the neighborhood schools, secondary to that is insuring that the schools continue to provide a quality program, desegregation.
Peachtrees	Same issues as last time - desegregation, declining enrollment and educational outcomes.
Peachtrees	Same as before
Falcons	A new drainage system, the addition of a street to reduce traffic flow.
Falcons	Neighborhood improvement, new traffic lights, street repairs.
Falcons	RR
Grits	Community and city planning, MARTA Rapid Transit issues.
Grits	Community developement issues, Atlanta transit issues.
Grits	Supporting public education, upgrading education for dropouts, and potential dropouts, housing, employment.
Grits	Education, rehabilitation of houses.

Atlanta

Organizational Leadership Interviews

Round 2

Question 2: What Community groups have been concerned with these Issues?

Organization	Other Organizations Involved with Same Issues
Peachtrees	CIRCLE, ACPE, Community Involvement Resource Center, League of Women Voters, Chamber of Commerce, Junior League, Emmaus House.
Peachtrees	CIRCLE, ACPE, Chamber of Commerce, Junior League.
Peachtrees	Same as before, also - NPU "B" and Civic Associations.
Peachtrees	Same as before with increased involvement because of our contact with IRE, Advisory Committee and the Steering Committee working on the Community, Involvement Resource Center.
Falcons	RR
Falcons	RR
Falcons	RR
Grits	PATCH, BOND (Bass organization for Neighborhood Development) Inman Park Organization.
Grits	PATCH, Chandler Park Association, Inman Park Civic League, BOND, Grady Homes Tenant Association, Grant Park Community Club, Little Five Points Group.
Grits	Atlanta Street Academy, Exodus
Grits	None

Atlanta Leadership Interviews

Question 3: How Has the Organization Decided To Focus On These Issues?

Round 2

How Focus Decided	N
Open houses	3
Distribute leaflets	2
Encouraging youth to attend school	2
We focus on issues that are important to the community	1
Calling meetings & deciding priorities	1
By playing an active role in civic projects.	1
By inviting guest speakers	1
RR*	3

* RR - Respondents did not address themselves to the questions of the interview because they said that their answer remained the same as in the previous two rounds.

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Atlanta Leadership Interviews

Question 4: How Does the Organization Receive Information?

Round 2

	N
Members	5
Personal contacts	3
Atlanta Board of Education	3
Meetings	2
Area Superintendent	1
Research	1
Letters	1
Publications	1
Involvement	1
Other organizations	1
RR	4

Atlanta Leadership Interviews

Question 5: Do You Have Contact With Decisionmakers?

Round 2

Yes	No	RR
7	1	3

Atlanta Leadership Interviews

Question 6: How Important Are Contacts With the Local Education Agency to the Organization's Functioning?

Round 2

	N
Very important	3
Helpful	2
Not important	1
No Response	1
RR	4

Atlanta Leadership Interviews

Question 7: In Recent Months Have There Been Contact With Other Organizations Working On School Issues?

Round 2

		N
Yes		5
PATCH	1	
Grady Homes Tenant Assoc.	1	
Inman Park Civic League	1	
NAPPS	1	
CIRCLE	1	
Jr. League	1	
Chamber of Commerce	1	
Fulton County Juvenile Court	1	
No		2
RR		4

Atlanta Leadership Interviews

Question 8: Do You Have Contact With Members of Your Organization Outside of Organizational Meetings?

Round 2

Yes	RR
7	4

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Round 2

Atlanta Leadership Interviews

Question 9: For Those Issues With Which You Have Indicated Organizational Involvement, Do You Perceive Any Impact as a Result of the Organization's Activity?

	N
o Some impact	2
o Civic, Business and other groups now realize that public education is a vital part of the city's health.	1
o School attendance increased.	1
o Our school program worked well - our rehabilitation program received dollars.	1
o Principals are participating in greater numbers & are more enthusiastic.	1
o The non-decision on middle schools by the board was in part because of our forum.	1
RR	4

Atlanta Leadership Interviews

Question 10:

What Types of Contact, If Any, Occur Between Mandated Groups & Voluntary Organizations?

Round 2

	N
No contact	3
Joint meetings	2
Joint membership	1
No response	1
RR	4

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Atlanta Leadership Interviews

Question 11: For Those Organizations With a Specific Neighborhood Base: How Has the Organization Interacted With the Community?

Round 2

	N
Have information with community	2
Open house	2
Having monthly community meetings	2
Counteract inaccurate news reports	1
Forums	1
Try to involve community	1
Community fund raising events	1
Finding out what the community needs and try to get it	1
Get students to attend classes	1
No response	1
RR	3

Atlanta Leadership Interviews

Question 12: Has the Organization Had Any Contact With Professional Organizations in Education?

Round 2

No	No Response	RR
7	1	3

Atlanta

Organization Leadership Interviews

Round 3*

Question 1: What are the major issues the organization is involved with?

Organization	Issues
Braves	Overcrowded Classrooms, Education not related to job market, best teachers transferred from poor to middle class neighborhoods, inadequate text books.
Braves	Discipline, School Closings.
Peachtrees	Budget, parent involvement, Community involvement, Shrinking tax base.
Peachtrees	Budget, Personnel programs, Pensions MARTA bus fares, Declining Enrollment, Metro case, Educational Standards, Discipline.
Peachtrees	Lack of confidence in the System, Budget, Metropolitan Desegregation, Declining Enrollment.
Peachtrees	Budget, Desegregation, Education Standards.
Falcons	Quality of Education, Resegregation, Citizen Participation, Discipline, Pupil Teacher ratio, too much paper work, Truancy Laws, Metropolitan Desegregation suit.
Omnis	School Metropolitan case, Desegregation, declining enrollment, poor educational standards.
Magnolias	Closing of the school in our community.
Magnolias	Declining enrollment, closing of schools.

*Round 3, Atlanta, used instrument with somewhat different questions.

Atlanta

Organizational Leadership Interviews

Round 3

Question 2: What community groups have been concerned with these issues?

Organization	Other Groups Involved With Same Issues
Braves	ACLU, NAACP, Metropolitan Atlanta Southern Leadership Conference, Atlanta Welfare Rights Council.
Braves	ACLU, Emmaus House, SED Community Council (a middle school).
Peachtrees	NAPPS, CIRCLE, NPU"B", PTA. Chamber of Commerce, Jr. League.
Peachtrees	CIRCLE, Parents for Action, ACPE, Equal Opportunity Atlanta, PATCH Chamber of Commerce, NAPPS, PTA.
Peachtrees	NAPPS, PTA, CIRCLE, Parents for Action, PATCH, Emmaus House.
Peachtrees	NAPPS, PTA, Local Neighborhood Civic Assoc., NPU"B", PATCH, Emmaus House.
Falcons	NAACP, Georgia Teachers Assoc., PATCH, Reynoldstown Civic League.
Omnis	Parents for Action, Research Atlanta Jr. League, League of Women Voters, NAPPS.
Magnolias	NAPPS, Parents for Action.
Magnolias	A number of organizations are active in these issues.

Atlanta Leadership Interviews

Question 3:
How Do Organizations Receive Information Concerning Issues?

Round 3

Source	N
Other organizations	6
Superintendent's office	5
Board members	5
Board of Education meetings	5
Members of our organization	4
Principals	2
Overlapping memberships	2
Media	2
Elected officials	2
Area office	1
Word of mouth	1
School system	1
NAACP	1
Personal contact	1

Atlanta Leadership Interviews

Question 4: How Do the Community Organizations Express Their Concern?

Round 3

	N
Letters to appropriate agencies or persons	8
Go to Board of Education meetings with presentation	5
Telephone	5
Contact other organizations	1
Contact media	1
Lobbying	1
* RR	2

* RR - Respondents did not address themselves to the questions of the interview because they said that their answer remained the same as in the previous two rounds.

Atlanta Leadership Interviews

Question 5: Have any of the Groups Mentioned Contacted Your Organization Concerning the Issues you have Listed?

Round 3

		N
Yes		6
Atlanta Council of PTA	5	
Apple Corps.	2	
Jr. League	1	
ACPE	1	
Media	1	
NAPPS	1	
NAACP	1	
East Central Citizens Neighborhood Advising Council	1	
Equal opportunity Atlanta	1	
NPU	1	
No		2
RR		2

Atlanta Leadership Interviews

Question 6: In Your Position Do You Initiate Contact With Community Groups?

Round 3		N
Yes		6
PTA's	4	
CIRCLE	2	
NPU "B"	2	
EOA	1	
Parents for action	1	
Emmaus House	1	
NAPPS	1	
No		2
RR		2

Atlanta Leadership Interviews

Question 7:

In Cases Where Community Organizations Have Made Contact With Your Organization, Do You Find That They Prefer to Come Individually or Do a Number of Groups Work Together?

Round 3

Individually	Groups	RR	No Response
4	2	2	2

Atlanta Leadership Interviews

Question 8:

Have You or Representatives From Your Organization Attended Other Organizational Meetings?

Round 3

		N
Yes		7
League of Women Voters	4	
IRE Work Shop Planning Meetings	2	
CIRCLE	2	
NPU	2	
NAPPS	2	
Jr. League	2	
Local Civic Association	1	
Advisory Council for the Discipline program	1	
Atlanta Council of Public Schools	1	
Reynoldstown Civic League	1	
Parents for Action	1	
ACPE	1	
Apple Corps.	1	
United Parents Against Drugs	1	
NO		1
RR		2

Atlanta Leadership Interviews

Question 9:
Do You Have Contact With Organization Leaders or Members Outside of Your Job?

Round 3

Yes	No	RR	No Response
5	1	2	2

Atlanta Leadership Interviews

Question 10: For the organizations you listed as active in education, what do you feel has been their impact? How effective do you feel these organizations are?

Round 3

		N
o	Very little impact	2
o	Very effective - keep members informed/ impact on curriculum.	1
o	Considerable impact - developed credability by keeping a high visability level in neighborhood activities & letting the public know that Atlanta's public school system is educating & enriching the children.	1
o	Positive impact - inform public & help communities which are threatened with school closings.	
o	The major impact of the groups is that they let the school administrators see we are interested & care even when we criticize.	1
o	When all the groups work together they have a strong impact.	1
o	Increased involvement by the community.	1
o	RR	2

Boston

Organizational Leadership Interviews

Round I

Question I: What are the issues the organization is involved with?

Organization	Issues
Patriots	Bilingual education, 766, special education, housing, social service, advocacy and discrimination.
Patriots	Commercial and cultural.
Patriots	Educational and non-educational
Patriots	None
Patriots	Problems of the Community.
Patriots	Education, housing services, information dissemination for elderly.
Patriots	Education, housing, social services, youth advocacy.
Yankees	Educational policy-making, parent organizing, development of magnet schools, public information, reading.
Yankees	Chapter 766 (Special Needs) magnet schools, public information, parent councils, search for new superintendent, administrative reorganization of the school system.
Yankees	Education reform better via parent involvement, implementation of desegregation (court) order, survival--securing funds for programs.
Yankees	Development and implementation of a sound educational system for Boston, monitoring system and recommending improvements, safety and security, discipline at school, desegregation, educational standards.

Atlanta Leadership Interviews

Question 11: List the Five Most Influential People or Organizations in the Educational Arena For the City of Atlanta.

Round 3

Influentials	N
Dr. Alonzo Crim	6
NAPPS	4
June Cofer	4
Dr. Benjamin Mays	4
Board of Education	4
Richard Raymer	3
Dr. Horace Tait	2
Chamber of Commerce	2
Dr. Dawson	2
Atlanta Council for Public Education	1
League of Women Voters	1
Dr. Carson Lee	1
Barbara Whittaker	1
Major Jackson	1
Georgia Association of Educators	1
Joe Martin	1
Area IV superintendent	1
Miss Crowder	1
Area offices	1
Georgia Welfare Rights Council	1
ACLU	1
NAACP	1

Round 1

Question 1: - continued

Organization	Issues
Commons	Issues are non-educational and educational--South West Corridor Project, why our kids fail their courses when they leave the neighborhood shcool.
Commons	Issues are education and non-education, upgrade students' reading levels, extension of project building needs repair.
Commons	Educational and non-educational--busing pick up problems (waiting in the cold, arriving late because of lengthy pick ups).
Commons	Education and non-education--discipline from teachers (is) unbearable.
Commons	Wants to choose the schools our children attend.
Celtics	Education and non-education issues, vocational education, housing development, property management, economic development.
Celtics	Housing and survival issues--mostly non-educational issues.
Celtics	Mostly non-educational issues--housing, social, economic--to develop a model community.
Celtics	Housing.
Celtics	Both education and non-education issues.

Boston

Organizational Leadership Interviews

Round I

Question 2: Are you aware of other organizations working on the same issues?

Organization	Other Organizations Involved With Same Issues
Patroits	Cardinal Cushing Center, IBA, Casa del Sol, HOPE Consultant, Education - A.B.C.D., mostly service center to form a coalition.
Patriots	None.
Patriots	Freedom House, Bilingual Coalition, Third World clearing House.
Patriots	None.
Patriots	Not in Roxbury for Hispanics.
Patriots	None
Patriots	IBA, Concilio, Casa del Sol, Cardinal Cushing Center.
Yankees	City Wide Parents Advisory Council, (CPAC) Community District Advisory Council, (CDAC) Home and School Association, Freedom House, Alianza, Roxbury Multi-Service Center, Harriet Tubman House.
Yankees	City Wide Parents Advisory Council--but not in contact with these groups.
Yankees	City Wide Parent Advisory Council, Racial Ethnic Parent Councils. (REPC)
Yankees	Home and School Association (HSA), ROAR
Commons	CDAC, CPAC--mandated groups.
Commons	Do not know.

Round 1

Question 2: - continued

Organization	Other Organizations Involved With Same Issues
Commons	Multi-Racial Council
Commons	Multi-Racial Council
Commons	CDAC
Celtics	Lower Roxbury Community Development Corporation, Greater Roxbury Community Development Corporation, Housing Development and Property Management.
Celtics	Housing Innovations, Lower Roxbury Community Development Corporation, Greater Roxbury Community Development Corporation, Low Cost Housing Inc.
Celtics	Teen Center, Cooper Community Center, Tenants Development Corporation, Lower Roxbury Community Center.
Celtics	Roxbury Community Service Center.
Celtics	Circle Inc., Lower Roxbury Community Development Corporation, Greater Roxbury Development Corporation, Regional Development Corporation, Paige Academy, Highland Park Free School.

Boston Leadership Interviews

Question 3: How Has the Organization Decided to Focus On These Issues?

Round I

How Focus Decided	N
Discussion among members.	3
Because it affected the Spanish community.	3
By its design, the organization was intended for this reason.	2
By assessment of need & availability of funds.	2
Because school system is ineffective.	2
Received information on the issue & decided to act.	2
Advocacy of our rights.	1
We are attempting to solve the problems of a depressed community.	1
It was necessary to focus on these issues to attempt to develop a model community.	1
By seeking out government contracts & additional funding.	1
We needed more housing units in the community.	1
No response.	2

Boston Leadership Interviews

Question 4:
How Does the Organization Receive Information?

Round I

Source	N
Other organizations	8
Personal contacts	6
Media	5
Local educational agency	4
Board meetings	4
Members	4
Word of mouth	2
Residents	1
Documents	1
Involvements	1

Boston Leadership Interviews

Question 5: Do You Have Contact With Decisionmakers?

Round I

Yes	No
15	6

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Boston Leadership Interviews

Question 6: How Important Are Contacts With the Local Education Agency to the Organization's Functioning?

Round I

Important	Not Important
14	7

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Boston Leadership Interviews

Question 7:
In Recent Months Have There Been Contacts With Other Organizations Working on School Issues?

Round I

		N
Yes		11
CDAC	3	
CPAC	3	
REPC	2	
HSA	1	
BTU	1	
BPEP	1	
CWEC	1	
Freedom House	1	
Lower Roxbury Community Development Corp.	1	
No		8
No Response		2

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Boston Leadership Interviews

Question 8:

Do You Have Contact With the Members of Your Organization Outside of Organization Meetings?

Round I

Yes	No
21	0

Boston Leadership Interviews

Question 9: For Those Issues With Which You Have Indicated Organizational Involvement, Do You Perceive Any Impact As a Result of the Organization's Activity?

Round I

	N
o Not aware of impact.	6
o No response	5
o Too early to tell.	2
o Involvement of more parents.	1
o Parents gained increased knowledge of school system.	1
o Had a voice in choosing of new superintendent.	1
o School policy dept. considers our community.	1
o At least they (school dept.) listen to us.	1
o Our members are more aware of what is going on.	1
o Definite & affirmative impact upon school system.	1
o Community became interested in what we are trying to do.	1

Boston Leadership Interviews

Question 10:

What Types of Contacts, If Any, Occur Between Mandated Groups and Voluntary Organizations?

Round I	N
No Contact	10
Joint meetings	6
Joint membership	5

Boston Leadership Interviews

Question 11: For Those Organizations With a Specific Neighborhood Base: How Has the Organization Interacted With the Community?

Round I

	N
Exchange of information with community	6
Sponser activities for children in community.	1
By trying to solve community problems.	1
By trying to unite & involve them.	1
By demonstrating to them what can be accomplished with involvement.	1
We sponser activity forums.	1
We are here to serve the community.	1
By asking them their opinions.	1
There is no community support.	1
Not applicable.	1
No response	6

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Boston Leadership Interviews

Question 12:

Has the Organization Had Any Contact With Professional Organizations In Education?

Round I

Yes	No	No Response
9	10	2

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Boston

Organizational Leadership Interviews

Round 2

Question 1: What are the issues the organization is involved with?

Organization	Issues
Patriots	Education, employment, bail programs, housing, social services.
Patriots	Educational and non-educational.
Patriots	Problems of the Community.
Patriots	Education, housing services, information dissemination for the elderly.
Patriots	Education, housing social services, youth advocacy.
Yankees	Parent organization around educational issues (e.g., class size, special needs/766, vocational education, reorganization of the school department of administration, search for a new superintendent for the schools, public information and publications (e.g., newsletter).
Yankees	Search for new superintendent, reorganization of the school department, mini studies of the school system, (e.g. magnet schools reading programs).
Yankees	Fundraising, search for a new superintendent, administative reorganization of the school department, public information concerning assignments of students, mediation in relation to court ordered councils, magnet school development, identification of

(continued)

Question 1. - continued

Round 2

Organization	Issues
Yankees	strengths and weaknesses of parent participation in Boston.
Yankees	Mediation with the City Wide Parents Advisory Council, search of a new superintendent of schools, making the system work for the kids.
Commons	Busing, building conditions of the project.
Commons	Busing, selection of a new principal, condition of our housing project extension (remodeling).
Commons	Busing--children not getting to school with assured transportation, maintenance at the housing project.
Commons	630 Work Study School Program, election of principals, conduct of some teachers, housing project grant.
Commons	Bus strike, unrest in one of our high schools, housing project condition.
Commons	Educational and non-educational--work study school programs, bus strike, maintenance and other problems in our housing project.
Celtics	Busing, conforming to the desegregation order.
Celtics	Quality of education, too much staff turnover, enabling principals to control what is happening in their own shop (school).
Celtics	Desegregation issue, quality of education our youth are getting.
Celtics	Failure of the system regarding low reading levels of the students. Reorganization to meet the declining enrollment, decentralization.
Celtics	Accountability to people in the neighborhoods. Performance in the classrooms for kids.

Question 1. - continued

Round 2

Organization	Issues
Celtics	Lack of independent tax base, lack of full administrative responsibility designated in one person, that is, the superintendent does not have full authority. Lack of public confidence in the present goals and policies of the system. Failure of parents to fully support their children in the educational process.
Celtics	Educational and non-educational.

Boston

Organizational Leadership Interviews

Round 2

Question 2: Are you aware of other organizations working on the same issues?

Organization	Other Organizations Involved With Same Issues
Patriots	IBA, Concilio H, Casa del Sol, Cardinal Cushing Center.
Patriots	OCPA, HOPE, Bilingual Faculty Senate, El Comite, American Friends Services Committee.
Patriots	Not in Roxbury for Hispanics.
Patriots	IBA, Concilio, Cardinal Cushing Center.
Patriots	IBA, Concilio, Cardinal Cushing Center.
Yankees	None.
Yankees	Not aware of other organizations.
Yankees	City Wide Coordinating Council, City Wide Parents Advisory Councils, Alianza Hispana, Hispanic Office of Planning and Evaluation, Boston League of Women Voters, Community District Advisory Councils, Home and School Association, Racial-Ethnic Parent Councils.
Yankees	There are "various" other groups working on the superintendent's search. Only the League of Women Voters is trying to hold the court-ordered councils accountable.
Commons	CDAC, TPC
Commons	City Wide Parents Advisory Council, Community District Advisory Council, Racial and Ethnic Parents Council.

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Question 2. - continued

Round 2

Organization	Other Organizations Involved With Same Issues
Commons	CDAC, CPAC, Racial and Ethnic Parents Council, TPC.
Commons	Yes.
Commons	Yes.
Commons	Racial and Ethnic Parents Council, TPC.
Celtics	Highland Park Neighborhood Association, Highland Park Free School, Greater Roxbury Community Development Corp., Lower Roxbury Community Development Corp., Third World Drug Center, Marcus Garvey Drop in Center (Youth Center), First Inc. (drug center).
Celtics	Freedom House, City Wide Coordinating Council.
Celtics	Fair Share, City Wide Coordinating Council, OVER (Organization for Voter Education and Registration).
Celtics	Freedom House, Coordinating Council for Social Services.
Celtics	CDAC, Racial and Ethnic Parents Council, City Wide Coordinating Council.
Celtics	None--"I can't think of any. I do remember the group formed with the parents but I don't know the name."
Celtics	Freedom House Institute, City Wide Coordinating Council.

Boston Leadership Interviews

Question 3: How Has the Organization Decided to Focus On These Issues?

Round 2

How Focus Decided	N
Discussion at meetings	5
Meetings with other organizations	4
Assessment of needs	3
Thorough involvement	3
Informing parents of issues	2
Availability of funding	1
Advocacy of rights	1
Because of effects on Spanish Community	1
Organizing forums	1
By showing decisionmakers the conditions we live in.	1
By setting up a vocational training school	1
Organizing voter education & registration	1
Requests from decisionmakers	1
Survival needs of the organization	1
To draw attention to inequalities and faults in the school	1

Boston Leadership Interviews

Question 4: How Does the Organization Receive Information?

Round 2

Source	N
Other organizations	10
Media	8
Personal Contacts	6
School Department	5
Concerned parents	4
Students	3
From the staff	3
Meetings	2
From the Director	2
Court	2
Dept. of Implementation	1
Mail	1
People within the system	1
Members	1
Word of mouth	1
By asking questions	1
Teachers	1
Government	1
Agencies	1
Business	1
Network of people in district	1

Boston Leadership Interviews

Question 5: Do You Have Contact With Decisionmakers?

Round 2

Yes	No
11	11

Boston Leadership Interviews

Question 6:
How Important Are Contacts With the Local Education Agency to the Organization's functioning?

Round 2

Very Important	Not Important	No Response
17	4	1

Boston Leadership Interviews

Question 7: In Recent Months Have There Been Contacts With Other Organizations Working on School Issues?

Round 2

Yes	No	No Response
16	2	4

Boston

Leadership Interviews

Question 8: Do You Have Contact With the Members of Your Organization Outside of Organization Meetings?

Round 2	
Yes	No
20	2

Boston Leadership Interviews

Question 9: For Those Issues With Which You Have Indicated Organizational Involvement, Do You Perceive Any Impact As a Result of the Organization's Activity?

Round 2

	N
Some impact but very limited	11
No impact	5
Positive impact	3
We were involved in superintendent search	1
Community became interested in our activities	1
No response	1

Boston Leadership Interviews

Question 10:
What Types of Contacts, If Any, Occur Between Mandated Groups and Voluntary Organizations?

Round 2	N
Joint membership	10
No contact	6
Joint meetings	6
No response	3

Boston Leadership Interviews

Question 11:
For Those Organizations With a Specific Neighborhood Base: How Has the Organization Interacted With the Community?

Round 2

	N
By informing the community	5
Raising issues affecting the community	3
Meetings & activity forums	2
Made community aware that they are not alone/find jobs for youth	1
Monitoring & evaluating desegregation order	1
Maintain contact with community	1
We work for the community.	1
No response	5
N/A	3

Boston Leadership Interviews

Question 12:
Has the Organization Had Any Contact With Professional Organizations in Education?

Round 2

Yes	No	No Response
7	7	8

Boston

Organization Leadership Interviews

Round 3

Question 1: What are the issues the organization is involved with?

Organization	Issues
Patriots	Communal and cultural
Patriots	Educational and non-educational.
Patriots	Educational and non-educational.
Patriots	Education, employment, bilingual programs, housing, social service.
Patriots	Education and non-educational
Patriots	Problems of the community
Patriots	Education, housing services for elderly, information dissemination.
Patriots	Education, housing, social services, youth advocacy.
Yankees	Public information, vocational education, transportation, school department re-organization.
Yankees	Implementation of school department, re-organization, identifying issues of concern to parents and advocating for them, providing technical assistance to the school department.
Yankees	Reforming the school system to include more parent involvement, supporting Parent Council to achieve full participation supporting Superintendent Wood to reform system.
Yankees	Parent participation, public information, curriculum, continuing integration.
Commons	Educational issues, parent involvement with school organizations.

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Boston

Organization Leadership Interviews

Round 3

Question 2: Are you aware of other organizations working on the same issues?

Organization	Other Organization Involved with Same Issues
Patriots	None.
Patriots	Freedom House, CPAC, Bilingual Coalition.
Patriots	Bilingual Coalition, CPAC, Cardinal Cushing Center, Casa del Sol
Patriots	IBA, Concelio, Casa del Sol, Cardinal Cushing Center.
Patriots	CPAC, Freedom House, Bilingual Coalition, Cardinal Cushing Center, Casa del Sol, Third World Clearing House.
Patriots	None.
Patriots	IBA, Concelio, Cardinal Cushing Center.
Patriots	IBA, Concelio, Cardinal Cushing Center.
Yankees	CPAC, CDAC, CWEC.
Yankees	Not aware of other organizations working on these issues at this time.
Yankees	CPAC, CDAC.
Yankees	CPAC, CDAC.
Commons	CDAC, CPAC, Tenants Councils.

Boston Leadership Interviews

Question 3: How Has the Organization Decided to Focus on These Issues?

Round 3

How Focus Decided	N
Assessment of needs of community	5
Identified by community	2
Availability of funds	2
Discussion among members	2
Organization was created to focus on these issues.	2
Requests of constituents	1
Organization's past experience	1
Advocacy of rights	1
Counseling	1
Desegregation is an unavoidable issue	1
The board decided	1

Boston Leadership Interviews

Question 4: How Does the Organization Receive Information?

Round 3

Source	N
School Department	4
Other organizations	4
Staff	3
Media	2
Letters	2
Informally	1
Members	1
Director	1
Involvement	1
Personal contact	1
Community	1
Overlapping membership	1
Various agencies	1

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Boston Leadership Interviews

Question 5: Do You Have Contact With Decisionmakers?

Round 3	
Yes	No
8	5

Boston Leadership Interviews

Question 6: How Important Are Contacts With Local Education Agency to the Organization's Functioning?

Round 3

	N
Very important	13

Boston Leadership Interviews

Question 7: In Recent Months Have There Been Contacts with Other Organizations Working on School Issues?

Round 3

		N
Yes		7
CPAC	6	
BPEP	2	
CWEC	2	
Freedom House	2	
CDAC	1	
Mass Advocacy Center	1	
Federation for Children with Special Needs	1	
State Dept. of Education	1	
Bilingual faculty senate	1	
El Committe de Padres	1	
No		6

Boston Leadership Interviews

Question 8: Do You Have Contacts With Members of Your Organization Outside of Organizational Meetings?

Round 3

Yes	No
12	1

Boston Leadership Interviews

Question 9: For Those Issues With Which You Have Indicated Organizational Involvement, Do You Perceive Any Impact as a Result of the Organization's Activity?

Round 3

	N
o Positive impact	4
o Greater participation from parents	3
o No impact	3
o More information from schools	2
o No response	2

Question 10: What Types of Contact, If Any, Occur Between Mandated Groups & Voluntary Organizations?

Round 3

	N
Joint membership	8
Joint meetings	6
No contact	4

Boston Leadership Interviews

Question 11: For Those Organizations With a Specific Neighborhood Base: How Has the Organization Interacted With the Community?

Round 3

	N
Maintain contact with the community	3
Don't know	1
No contact	1
No response	8

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Boston Leadership Interviews

Question 12: Has the Organization Had Any Contact With Professional Organizations in Education?

Round 3

Yes	No	Don't Know	No Response
3	5	2	3

Los Angeles

Organizational Leadership Interviews

Round I

Question 1: Please list the educational and non-educational issues your organization has been involved with in the last half year?

Organization	Issues
Dodgers	Funding for schools, integration and busing, parental involvement, staff funding, academic programs.
Dodgers	Reading and math programs, community parks, Toy Loan.
Dodgers	Unsatisfactory teachers, funding for schools, integration and busing.
Margaritas	Collective bargaining, bilingual education, affirmative action.
Sunsets	Student integration, bringing magnet schools to east side of Los Angeles, grievances between community and school district.
Lakers	Integration issue, Title I gifted children, Mental Health DREW School.
Lakers	School desegregation, Drew Medical School.
Venturas	Amnesty for Prisoners of Conscience, Civil Rights, ERA, Defense spending and tax reform.
Venturas	Housing and rentals.
Venturas	Integration, environment, ERA, abortion, health.
Venturas	Integration, affirmative action (Bakke), abortion, ERA, environment, children TV programming, corporal punishment, health service agencies.

Los Angeles Leadership Interviews

Question 2: How Has the Organization Decided to Focus on These Issues?

Round I

How Focus Decided	N
Discussion among members	4
The Community expressed concern over those issues	4
The President & Board of Directors decided	2
Media	2
It's the organization's original goal	1
It's a most pressing issue	1

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Los Angeles

Organizational Leadership Interviews

Round I

Question 3: Are you aware of other organizations working on the same Educational and Non-Educational issues?

Organization	Other Organizations Involved with Same Issues
Dodgers	Community Relations Office, SAC (37th Street).
Dodgers	ECE Council, PTA.
Dodgers	None.
Margaritas	PICA, Teachers Training Staff.
Sunsets	Organization Del Reform, several of the local AMAE chapters, Council of Mexican-American Administrators, MADA, 56th District, ocal LULAC chapters, Mexican-American Advisory.
Lakers	NAACP, SCLC, Doctors Organization Medical Society, Coalition for Welfare Reform.
Lakers	None.
VEnturas	Amnesty International,Women Strike for Peace, Women League of Voters, SCLA, CRCSE, BEST, Integration Project, ACLA, AAUW, NOW, BEGIN, American Friends, NAACP.
Venturas	PTA's League of Women Voters, BUSTOP, CHOICE, ACLA, Ethnic Commission, PICA, HUE, UTLA, CTA, Chamber of Commerce.
Venturas	League of Women Voters, CRCSE, Integration Commission, BEST, ACLU, BUSTOP, NOW, Title IX Commission of AUSD.
Venturas	Volley Steering and West Side Integration, CRCSE, Community Network, California Task Force on Integrated Education, BEST.

Los Angeles Leadership Interviews

Question 4: How Does the Organization Receive Information?

Round I

Source	N
Other organizations	6
District Office	5
Media	4
Legislature	3
Members of our group	3
Community	2
Administrators	2
Public information office	1
Lobbyists	1
Principal	1
Board meetings	1
Being involved	1
Political contacts	1

Los Angeles Leadership Interviews

Question 5: Do You or Does the Organization Have Contact With Decisionmakers?

Round I

Yes	11
NO	0

Question 6: How Important Are Contacts With the School District to the Organization's Functioning?

Round I

Very Important	No Response
8	3

Los Angeles Leadership Interviews

Question 7: In Recent Months Have There Been Contacts With Other Organizations Working on School Issues?

Round I

Yes	No
9	2

Los Angeles Leadership Interviews

Question 8: Do You Have Contact With Members of your Organization Outside of Organizational Meetings?

Round I

Yes	No
10	1

Los Angeles Leadership Interviews

Question 9: For Those Issues With Which You Have Indicated Involvement, Do You Perceive Any Impact as a Result of Organization's Activities?

Round I

	N
Increased community involvement	2
Suprisingly enough people are beginning to listen to us	1
We have been a positive force for integration	1
We have provided facilities for organizational membership & for many community groups	1
We have a positive impact	1
No impact on school system but it's our duty to take a position	1
Slight impact - slow improvement over the years - we are chipping away at it	1
Too many actors in the school system to assess the impact of the group	1
No - not much impact	1
We express our views	1

Los Angeles Leadership Interviews

Question 10:

What Type of Contacts, If Any, Occur Between Mandated Groups & Voluntary Organizations?

Round I

	N
Joint meetings	3
Telephone communication	4
Correspondence	4
Joint membership	2
No contact	3

Los Angeles Leadership Interviews

Question 11: How Has the Organization Interacted With the Community?

Round I

	N
We keep the community informed	4
Workshops	2
We serve as advocates	2
Members are from the community	1
Through our program application	1
We voice their grievances	1
Our activities at schools incorporate community involvement	1
No response	4

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Los Angeles Leadership Interviews

Question 12: Has the Organization Had Any Contact With Professional Organizations In Education?

Round I

			N
Yes			8
	UTLA	5	
	CABE	2	
	AFT	1	
	CTA	2	
	WCLP	1	
	LAU Center	1	
	ACLU	1	
	CMAA	1	
	Mexican-American Education Commission	1	
	PELA	1	
	Black Engineers	1	
	ESSA	1	
No			3

Los Angeles

Organizational Leadership Interviews

Round 2

Question 1: Please list the Educational and Non-Educational issues or problems that your organization has been involved in.

Organization	Issues
Dodgers	Proposition 13, integration, community park, recall of Councilman Farrell, violence in the inner city schools.
Dodgers	Meeting needs of non-English speaking children, Proposition 13, integration, community parks.
Dodgers	Securing neighborhood parks, recall election of Councilman Farrell of the 8th District.
Sunsets	Parent education, family counseling, student counseling, unwedded couple advisement, grievance.
Sunsets	Desegregation, bilingual education, more documented junior high school guides programs, suspension, student behavior, parent education.
Venutras	Integration, misuse of police power, ramifications of Prop. 13/ other tax issues, fair election.
Venturas	Charter Amendment on Board of Education, integration, implementation, possible replacement of Board of Education members, police surveilance, integrated housing, ERA extension.
Venturas	Abrupt transfer of teachers, mini-magnet programs, teachers' morale affected by termination notices, designation of leagues, selection of staff for magnets, Prop. 13 and results, integration, reform of the criminal code, Assemblyman Rosenthal's (continued)

Question 1: - continued

Organization	Issues
Venturas	bill on patients' right to know about medical experiment, women in jeopardy, solar energy, corporal punishment.

Los Angeles Leadership Interviews

Question 2: How Did Your Organization Decide to Focus On These Issues or Problems?

Round 2

How Focus Decided	N
Concerned over impact of these issues	3
Effect that Proposition 13 could have on the education program at our school	1
We did a study on decentralization	1
Our organization was involved in these issues for a very long time	1
Our organization became aware of the unawareness of parents in education issues	1
Our philosophy & commitment	1
Consensus of steering committee	1
Community concern	1

Los Angeles

Organizational Leadership Interviews

Round 2

Question 3: Do you know of other organizations working on the same Educational and Non-Educational issues or problems?

Organization	Other Organizations Involved with Same Issues
Dodgers	District Advisory Council, UTLA, PTA.
Dodgers	District Advisory Council, area and District Office, Department of Recreation and Parks.
Dodgers	None.
Sunsets	Mexican-American Education Commission, Office of Legal Aid, Organization del Pueblo.
Sunsets	None.
Venturas	League of Women Voters, PTA, ACLU, SCLU, civil rights groups.
Venturas	League of Women Voters, CRESC, PTA, UTLA, BUSTOP, Community Network, ACLU, Urban League, Open Society.
Venturas	Ad hoc committee of parents of gifted, discipline with dignity, ACLU, PTA, UTLA, BEC, PIP, CRCSC, L. A. City Housing Relations Committee, CHOICE, BUSTOP, LAUSD, League of Women Voters, California Medical Association, BEGIN.

Los Angeles Leadership Interviews

Question 4: How Did Your Organization Receive Information on These Issues or Problems?

Round 2

	N
Media	6
Board meetings	3
Other organizations	3
Personal contacts	3
Superintendent's office	2
Workshops	1
Parents	2
Involvement	2
Members	2
LAUD office	1
District offices	1
PTA's	1
Meetings	1
Students	1
LAU advisory committees	1
Community development office	1
Local agencies	1

Los Angeles Leadership Interviews

Question 5: Have you or Members of Your Organization Had Contact With Decisionmakers Since the First Interview?

Round 2

Yes	No
8	0

Los Angeles Leadership Interviews

Question 7: Has Your Organization Had Any Contact With Professional Organizations in Education Since the First Interview?

Round 2

		N
Yes		8
UTLA	7	
CRESC	3	
LAUSD	1	
State Department	1	
Textbook Commission	1	
California State University	1	
AMAE	1	
NEA	1	
MAPA	1	
MAEC	1	
LASSA	1	

Los Angeles Leadership Interview

Question 9: Has There Been Any Impact as a Result of Your Organiztion's Activities?

Round 2

More involvement/increased membership	2
Impact in some areas, none in others	1
There was some modification of policy due to opposition	1
Response has been overwhelming/membership increased	1
The superintendent is very sensitive to community group ideas	1
It's too early to tell, we have to wait and see	1
Desegregation issue will take a long time before we get full impact	1
The community views us positively and our membership keeps rising	1
On paper we are supposed to have an impact - but in reality - no	1
Very little impact	1

Los Angeles Leadership Interviews

Question 11: For Those Organizations With a Specific Community/Neighborhood Base: How Has Your Organization Interacted With Your Community Since the First Interview?

Round 2	N
We involve ourselves in issues that affect the community	2
We are not a neighborhood based organization	1
We have interacted with our community	1
We are of the new grass roots organizations dealing with parent education	1
We keep the community informed - send newsletters	1
House meetings	1
No response	1

Los Angeles Leadership Interviews

Question 13: Who Are the Five Most Influential People or Organizations in Los Angeles?

Round 2

Influentials	N
Board of Education	4
Howard Miller	3
PICA	3
UTLA	3
ACLU	2
BUSTOP	2
MAEC	2
Judge Egly	2
Councilman Farrell	2
Gov. J. Brown	2
The counts	1
CAC's	1
Media	1
HUC	1
CABE	1
City Council	1
League of Women Voters	1
Community Groups	1
DPSS	1
LASSO	1
Angry parents	1
PTA	1
L. Roberts	1
Dr. Harry Handler	1
State Government	1

Round 2

Question 13: - continued

Superintendent B. Johnson	1
Dr. Pat Turner	1
Howard Jarvis	1

Los Angeles

Organizational Leadership Interview

Round 3

Question 1: Please list the educational or non-educational issues or problems that your organization has been involved with.

Organization	Issues
Dodgers	Integration, staffing, securing park, parental involvement, SHARP Test.
Margaritas	Integration-Robbins Amendment, Bilingual Program, personnel assignments, curriculum, Programs for Chicanos, intra-sports releaguing, competency testing.
Margaritas	Integration, bilinqual/bi-cultural education, affirmative action programs, collective bargaining, SHARP Testing, sports re-leaguing.
Sunsets	Integration, magnet school, bilingual education, affirmative action, curriculum, Program for Chicanos, parent education.
Sunsets	Integration, bilingual programs, personnel assignments, magnet schools, Curriculum for Chicanos.
Lakers	Desegregation, staffing.
Venturas	Integration, appointment of board member, budget of LAUSD, integrated housing, ERA, abortion.
Venturas	Integration, desegregation, open housing, ERA, city council election, Prop. M, health, civil rights, defense spending.
Venturas	Integration/desegregation, elimination of summer school, budget, opposition to AB3836, bilingual education, integrated housing, collective bargaining, refusal by media to air public service announcements prepared by the council for Peace and Equality in Education.

Los Angeles

Organizational Leadership Interviews

Round 3

Question 2: How did your organization decide to focus on these issues or problems?

How Focus Decided	N
Interest of Membership	4
Concern expressed by parents	2
Initiated by board of directors	2
Research	1
Other groups	1
Due to gang increases and low reading scores	1
Media	1
Effects on Spanish Community	1

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Los Angeles

Organizational Leadership Interviews

Question 3: Do You Have Contact With Any Other Organization on These Issues You Have Listed?

	Round 3	N
Yes		7
CIC	4	
LAUSD	4	
PTA	2	
CRC's	2	
PICA	2	
MAEC	2	
ATLA	1	
Chamber of Commerce	1	
ACLU	1	
BLC	1	
AMAE	1	
CMMA	1	
Lealy Task Force	1	
CRCSE	1	
Urban League	1	
Black leadership	1	
UTLA	1	
No		2

Los Angeles

Organizational Leadership Interviews

Round 3

Question 4: How did your organization receive information on these issues or problems?

Source	N
Coalitions	2
Sunshine meetings	2
Board meetings	2
Media	2
School meetings	1
Observer network	1
Legislators	1
Other groups	1
State Senator	1
Contact with Community Affairs Committee	1
Magnet school director	1
Organization members	1
Judge Egly's Committee	1
Student Life Committee	1
ACLU	1
Interviews	1
Black leadership	1
UTLA	1

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Organizational Leadership Interviews

Question 5: Have You or Members of Your Organization Had Contact With Any Decisionmakers, Administrators or Other Influentials on These Issues Since We Last Spoke? *

Round 3

		N
Yes		8
Board of Education	4	
Grace Davis	2	
Dr. Ochoa	2	
William Layne	2	
Robert Rangel	2	
Dr. Wm. Johnson	2	
Raul Arreola	1	
Rosa Maria Hernandez	1	
Dr. Julian Nava	1	
Judge Egly	1	
No		1

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* Corresponds to interview schedule question #5 - somewhat different wording.

Los Angeles

Organizational Leadership Interviews

Round 3

Question 9: Have there been any consequences attributable to your Organization's activities on those issues you have listed?

Impact/Effectiveness	N
No impact	3
We are a constant reminder	1
Very difficult to answer	1
No response	4

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Los Angeles

Organizational Leadership Interviews

Question 13:
Who Are the Five Most Influential People on the Issues or Problems Your Organization Is Most Involved With? *

Round 3

Influential People	N
Dr. William Johnston	3
Board of Education	2
School principals	1
Neal Sandburg	1
Howard Miller	1
Wilson Riles	1
Phil Bendon	1
Diane Watson	1
Handler	1
Codwell	1

* Questions # 13 - 18 appear in Los Angeles third round only.

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Los Angeles

Organizational Leadership Interviews

Question 14:

Could You Describe Your Feelings About Media Coverage on the Issues Your Organization Has Focused On?

Round 3

	N
L. A. Times irresponsible, press not fair overall/onesided.	6
Helpful to some extent but usually turns deaf ear.	1
Good relations with Spanish radio & TV, no communication with English media	1
Education issues make news when crisis occurs & radicals'rebuttal takes place.	1
Channels 1,2,4, and radio KFWB, and KNX give fair balanced & comprehensive coverage, Herald Express - sensational biased & not accurate, L.A. Times good.	1

Los Angeles

Organizational Leadership Interviews

Round 3

Question 15: It was suggested that the educational issues of ethnic diversity (which includes bilingual education, affirmative action, multi-cultural education, and desegration), school financing (Prop. 13), and teacher collective bargaining, (Rodda Act), are especially important in L.A. Since you haven't specifically mentioned some of them in this interview, could you briefly explain your organization's stance & activities, if any, on the issues you have not mentioned?

	N
Proposition 13 will affect our finance programs for Chicanos.	3
We have focused on these issues.	1
Our organization has not focused on these issues because of internal problems.	1
No response	4

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Los Angeles

Organizational Leadership Interviews

Question 16:
Which Organizations Do You Feel Are the Most Influential On the Issues Or Problems Your Organization Is Now Involved With?

Round 3

Influential Organizations	N
UTLA	5
LASSO	2
Parent Groups	1
Angry parents	1
CTA	1
Court	1
Board of Education	1

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Los Angeles

Organizational Leadership Interviews

Round 3

Question 17: Proposition M was on the November Ballot. It called for changing the at-large election of Board of Education members to Regional Elections. In what ways, if any, would Board Members, School Administrators, Teachers, Parents or community behave differently than they do now if Board Members were regionally elected?

Proposition M - Effects	N
o Board Members will be more responsive to community.	4
o Elected members will be more concerned with constituents than the entire picture.	1
o Not much - bureauacy is in charge.	1
o No response	3

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Organizational Leadership Interviews

Round 3

Question 18: Is there anything that you would like to say about the Educational System or about Community Organizations which might help us understand why organizations are effective, ineffective or constrained in effectiveness, in dealing with Educational Concerns?

	N
o Education system protects itself by undermining the power of opposing organizations. The urban affairs section buys off and controls the individual by threatening their job security. LAUSD only fears State Department and Federal Government who can withold monies.	2
o Need finances, resources, time, know what strings to pull.	1
o PAC & CAC are funded by LAUSD, cannot speak out.	1
o No response.	5

APPENDIX G

NETWORKING DATA

Purposes of the Networking Research

The importance of the networking research was initially established by NIE. In their Request for Proposal, two of the five original Tasks envisioned for this project were focused on networking; one on research into networking, the other on the development of networking strategies. NIE's stated purpose was:

> ...to develop strategies designed to increase the access of citizen-initiated organizations to useful information about school policies and practices and to strengthen the capacity of these organizations to use information in ways that increase their effectiveness. The NIE believes that the informal networking of citizen groups, designed to facilitate purposeful information sharing and resource exchange among people with some shared interests and values, is a promising strategy with respect to this purpose. (NIE RFP, p. 26)

In pursuing NIE's research goals, we adopted a broad definition of networking which focused on information and resource exchange: a network is a group of people who, either as individuals or as representatives of agencies or organizations, determine to communicate and/or work together to exchange ideas and/or resources on a regular and continuing basis. The range of activities may include exchanges of information, access to resources, or contacts, joint programs, technical assistance or political action or coalitions.

The Networking Research

The study of networking is a difficult research issue. Most networking studies focus on small controlled groups, often corporations. Those networking studies which have focused on community organizations have generally been prepared by researchers within the network. Our research, conducted on widely dispersed organizations without use of an individual involved in the various networks, presented a difficult research task. Many network issues (e.g., intensity of contact, frequency) are impossible to map from outside. Therefore, we were forced to use a number of different methods to examine the organizations' contacts and were limited to examining primarily the diversity of those contacts.

Our research focus was primarily on two aspects of networking: contacts with other command organizations and nonorganizational contacts. Horizontal contacts between organizations of the same class and racial/ethnic groups are one measure of their ability to gain access to information and resources and to develop coalitions around political issues. Vertical networking between different class or racial/ethnic groups or with decisionmakers may expose the organization to new resources and issues.

In order to examine the network patterns, we established a number of different categories. The selection of these particular categories was based on the work of the Lynds (1929; 1937), one of the first efforts to describe voluntary associations in contemporary life, especially in their interaction with other elements in the society. Leeds (1969) shows the role of these sorts of local level groups in the citizen's relationships with the state. Smith and Freeman (1972), in their review of the literature on voluntary associations, set forth many of these same categories in their presentation. The categories are:

Service organizations
Educational advocacy organizations
Workers' associations (unions and professional groups)
Multi-issue advocacy groups
Traditional civic interest groups
Civic interest organizations by race, ethnicity and sex
Community development and housing
University and media
Church, mutual help, fraternal and social organizations

Separation of civic interest groups in the traditional mode (Chamber of Commerce, Junior League) from civic interest groups organized by race, ethnicity and sex was felt to be important in order to gauge the vitality of both these forms. Service groups are a new category and reflect a new phenomenon of organizational life, not described in the earlier literature. Many studies of voluntary associations exclude workplace groups and religious groups, but our research includes both forms of associational life in order to clarify their role in the cities under study. Because the study is concerned with educational change, the separation of educational advocacy groups from multi-issue groups was thought to be important. Contacts with universities are included because of the potential which universities have to share their resources with community organizations; an early review of some of the data showed this to be the case with several Atlanta groups. Media contacts are of established importance; therefore a record of this aspect of the networking of all groups was maintained.

The levels chosen (neighborhood, district, city, county, state and nation) are the relevant administrative levels for the institutions with which our community organizations network. For example, the school district is an administrative unit for the educational bureaucracy in all the cities. The county is an important political unit.

The charts which follow show all levels of contacts in the above categories (for example, a national-level civic-interest organization or a county Democratic party contact or a neighborhood service organization). In addition, the charts show contacts in the categories designated "business," "elected officials," and educational administrators.

Sources of Data

The data presented in the network tables are based primarily on the organization networks as perceived by their leaders. The two major data sources were the leadership interviews and questionnaires.

- The Leadership Interviews

  Because our primary interest was in the range of network diversity, only the first rounds of the leadership interviews were used. The following questions yielded information on contacts with other organizations:

  Question 3: Are you aware of other organizations working on the same issues and what, if any, has been the nature of your contacts with these organizations?

  Question 4: How does the organization receive information?

  Question 7: In recent months, have there been contacts with other organizations working on school issues? Non-school issues?

  Question 10: What types of contact occur between mandated groups and voluntary organizations?

  Question 12: Has the organization had any contact with professional organizations in education?

  Question 5 elicited information about contacts with decision-makers of all types.

- The Leadership Questionnaire

  Question 12 and Question 36 ask for contacts with the educational administration of the school. (Have you had contacts with school administrators or the local education agency?)

The following questions elicit information on contacts with other community organizations:

Question 6: Are you a member of any other citizen organization?

Question 14: Are you in contact with leaders in other areas or other schools in your city?

Question 34: Has your organization had joint meetings with other organizations?

Question 15: What are the sources of funding for the organization?

Question 31: Has your organization ever worked with other groups to accomplish shared objectives?

Question 39: Does your organization receive information from other sources?

While the primary focus of the research was on the organizations' networks, an attempt was made to examine individual networks as the question of difference in the members and leaders became increasingly important. In mapping the leaders' networks, we used the sources outlined above. For the members, we have only questionnaire responses. Nevertheless, we have attempted a basic comparison of the two network patterns.

- The Membership Questionnaire

Within the membership questionnaire, responses to the following questions were used for this comparison:

Question 19: Do you belong to or personally have contacts with other organizations?

Question 21: Personally, do you have contact with school decisionmakers?

In the text of the report, the 16 participating organizations were identified by synonyms to ensure their anonymity. However, in order to simplify the presentation of the data in this Appendix, the organizations will be identified by a number. The following list identifies the name of the organization in the text and the number which will be used in this Appendix.

1	Braves
2	Peachtrees
3	Falcons
4	Omnis

5	Grits
6	Magnolias
7	Patriots
8	Yankees
9	Commons
10	Celtics
11	Fenways
12	Dodgers
13	Margaritas
14	Sunsets
15	Lakers
16	Venturas

Organization # 1	Local	District	City	County	State	Nation
Educational Decisionmakers & Mandated Education Groups						
Elected Officials						
Service	Health Services		ACLU Workshops CULA -M		Georgia Legal Aid	
Educational Advocacy Organizations						
Unions & Professional Organizations	CETA Training Program Golden Age Employment RSVP Retired Professional					
Multi-Issue Advocacy Groups			Metro Atlanta Summit Leadership Coalition		HRPC -M Georgia Welfare Rights Council Georgia Poverty Rights Georgia Citizens Coalition on Hunger Georgia Prison Reform Prisoners Solidarity Committee -M	

Organization #1 Con't	Local	District	City	County	State	Nation
Traditional Civic Interest & Civic Interest Organized by Sex, Race & Ethnicity						
Community Development & Housing			Ad Hoc Housing Coalition			
University Media						
Business						
Church, Mutual Help Fraternal Social						National Council of Churches Interfaith -M

Organization # 2	Local	District	City	County	State	Nation
Educational Decisionmakers & Mandated Education Groups	PTA -M	Area Supt.	Assoc. Supt./Curriculum Development Legislative Liason Supt. Ad Hoc Committee Bd. of Education Members			
Elected Officials			City Council Member	Democratic Committee -M	Lt. Governor	
Service	Drug Abuse Program -M					
Educational Advocacy Organizations			Parents for Action Atlanta Council PTA Council Circle			Child Advocacy Coalition National Committee for Citizens for Education Assistance Center for School Desegregation
Unions & Professional Organizations			AFT - Teachers Union AAE - " "		Georgia Occupational Therapy Ass. -M	Assoc. for Supervision & Curriculum Development Workshop, Univ. Pittsburgh
Multi-Issue Advocacy Groups			NAACP			

Organization #2 Con't	Local	District	City	County	State	Nation
Traditional Civic Interest & Civic Interest Organized by Sex, Race & Ethnicity			Chamber of Commerce Task Force (League of Women Voters) (Jr. League) National Council Jewish Women Atlanta Community Center Garden Club -M			NOW -M Feminist Action Alliance -M
Community Development & Housing	Neighborhood Planning Unit -M					
University Media			Atlanta Constitution Atlanta Journal Atlanta University	Georgia Tech. Committee for the Humanities in Georgia		
Business			Northside Bank Trust Co. of Georgia C & S Bank 98 Real Estate Dealers Leadership Atlanta		Leadership Georgia Stay & See Georgia	Close Up Foundation
Church, Mutual Help Fraternal Social			Episcopal Church -M			Interfaith -M

Organization #3	Local	District	City	County	State	Nation
Educational Decisionmakers & Mandated Education Groups						
Elected Officials			City Council Rep. to Planning Unit Parks Commiss.	Exec. Comm. of Party -M	Assmblyman Watkins Senator Tate	
Service			Boy's Club -M			
Educational Advocacy Organizations			Title XX Parents			
Unions & Professional Organizations						
Multi-Issue Advocacy Groups						

Organization #3 Con't.	Local	District	City	County	State	Nation
Traditional Civic Interest & Civic Interest Organized by Sex, Race & Ethnicity		Neighborhood Clubs (Little Five Points, Inman Park Grady Homes) Washington Park Community Club -M Mosley Civic Community Club - M	NAACP P-M			
Community Development & Housing		Tenants Assoc.				
University Media						
Business						
Church, Mutual Help Fraternal Social			Masons - M Schriners -M Fraternity -M			

Organization #4	Local	District	City	County	State	Nation
Educational Decisionmakers & Mandated Education Groups			Bd. Education Supt.			
Elected Officials						
Service						
Educational Advocacy Organizations			NAAPS - District Parents Group Atlanta Council/Public Education			
Unions & Professional Organizations			AFT - Teachers Union AAE - " "			
Multi-Issue Advocacy Groups						

Organization # 4 Con't.	Local	District	City	County	State	Nation
Traditional Civic Interest & Civic Interest Organized by Sex, Race & Ethnicity			League of Women Voters Jr. League			
Community Development & Housing						
University Media						
Business			Research Atlanta			
Church, Mutual Help Fraternal Social						

Organization # 5	Local	District	City	County	State	Nation
Educational Decisionmakers & Mandated Education Groups	Social Services	Supt.	Supt. Head of Street Academy Program Bd. Ed Governors Internship Program			
Elected Officials	Little Five Points Community Club -M		City Council			
Service	Neighborhood Justice Center Planned Parenthood Quaker House Community Club -M Girl Scouts -M		American Red Cross Police Dept.	Fulton Boys Club -M		
Educational Advocacy Organizations						
Unions & Professional Organizations						
Multi-Issue Advocacy Groups			Economic Opportunity Atlanta			Foxfire

Organization #5 Con't.	Local	District	City	County	State	Nation
Traditional Civic Interest & Civic Interest Organized by Sex, Race & Ethnicity						
Community Development & Housing						
University Media			Atlanta Area Technical School		Georgia Extension Service Georgia State Interns	
Business						Ford Motor IBM
Church, Mutual Help Fraternal Social			Quaker Social Change -M			Church Women United

Organization # 6	**Local**	**District**	**City**	**County**	**State**	**Nation**
Educational Decisionmakers & Mandated Education Groups						
Elected Officials			Commissioner Parks & Recreation Bureau of Housing Commissioner of Community Developement			
Service						
Educational Advocacy Organizations						
Unions & Professional Organizations						
Multi-Issue Advocacy Groups			Economic Opportunity Atlanta			

Organization # 6 Con't.	Local	District	City	County	State	Nation
Traditional Civic Interest & Civic Interest Organized by Sex, Race & Ethnicity						
Community Development & Housing			Home Providers Assoc. -M			
University Media						
Business			Urban Atlanta Corp.		Georgia Power	
Church, Mutual Help Fraternal Social						

Organization # 7	Local	District	City	County	State	Nation
Educational Decisionmakers & Mandated Education Groups	REPC (Racial Ethnic Parents Council)	(DAC) (District Advisory Council)	Dept. Bilingual Dept. Social Services Dept. ESAA Dept. Implementation City-Wide Advisory Council Comm. Program for children w/special needs City-Wide Parents Advisory Council		Vocational Ed Programs	
Elected Officials						
Service	Freedom House Hope(United Way) Casa del Sol (Settlement) Fuller Center -M Daycare Center -M Community School -M	(TBA -Job Advocacy) Cardinal Cushing Social Service Agency	ABCD -antipoverty Agency			
Educational Advocacy Organizations			American Friends Service Committee CWEC (to improve mandated councils) Bilingual Coalition -M		BPEP to improve mandated councils	
Unions & Professional Organizations						
Multi-Issue Advocacy Groups					Mass Advocacy -M	

Organization # 7 Con't.	Local	District	City	County	State	Nation
Traditional Civic Interest & Civic Interest Organized by Sex, Race & Ethnicity						
Community Development & Housing	Southwest Area Project Committee -M					HUD -M
University Media						
Business						
Church, Mutual Help Fraternal Social	Theatre Group -M					

Organization # 8	Local	District	City	County	State	Nation
Educational Decisionmakers & Mandated Education Groups	Home & School -M (Racial Ethnic Parent Council)		Court Budget Dept. Supt. YES Program Parent Advisory Council -M		Planners Commissioner	
Elected Officials					Black Caucus	
Service						
Educational Advocacy Organizations						National Citizens Committee on Ed.
Unions & Professional Organizations			Black Educators -M			
Multi-Issue Advocacy Groups						

Organization #8 Con't.	Local	District	City	County	State	Nation
Traditional Civic Interest & Civic Interest Organized by Sex, Race & Ethnicity						
Community Development & Housing		Jamaica Plains-M	Tenant Policy Council -M			
University Media			Boston Globe			
Business			4 Banks Trilateral Task Force			
Church, Mutual Help Fraternal Social						

Organization # 9	Local	District	City	County	State	Nation
Educational Decisionmakers & Mandated Education Groups	Racial & Ethnic Council Home & School -M					
Elected Officials			City Council			
Service			ABCD Anti-Poverty Agency			
Educational Advocacy Organizations						
Unions & Professional Organizations						
Multi-Issue Advocacy Groups						

Organization #9 Con't.	Local	District	City	County	State	Nation
Traditional Civic Interest & Civic Interest Organized by Sex, Race & Ethnicity						
Community Development & Housing	Tenant Develop. Corp.		→ Boston Housing Comm.			
University Media						
Business						
Church, Mutual Help Fraternal Social						

Organization #$_{10}$	Local	District	City	County	State	Nation	
Educational Decisionmakers & Mandated Education Groups	Local High School Community School Bd -M		School Committee Boston		Voc. Ed. Dept.		
Elected Officials			Mayor, Deputy		Black Caucus Governor	Senator Timulty Former Senator Brooke	
Service	Private Schools Youth Centers Drug Center Settlement Houses Community Center		Teen Center Alliance				
Educational Advocacy Organizations							
Unions & Professional Organizations						Circle (Job Advocacy)	
Multi-Issue Advocacy Groups			Fair Share Over Voter Ed.				

Organization #10 Con't.	Local	District	City	County	State	Nation	
Traditional Civic Interest & Civic Interest Organized by Sex, Race & Ethnicity							
Community Development & Housing	Lower Roxbury Community Develop. (Greater Roxbury) " " Pyramid Black Housing Task Force		Boston Urban Gardeners Tenants Develop. Corp. Boston Redevelop. Authority		Comm. Affairs Mass. Housing Finance Authority	Community Develop. Corp. Housing & Urban Develop.	
University Media			Planners from Harvard				
Business						Poloroid	
Church, Mutual Help Fraternal Social	Neighborhood Churches						

Organization #11	Local	District	City	County	State	Nation
Educational Decisionmakers & Mandated Education Groups	Principal	District Advisory Council	city-wide Advisory Council			
Elected Officials						
Service	Local Community Center		City-Wide Education Coalition			
Educational Advocacy Organizations						
Unions & Professional Organizations						
Multi-Issue Advocacy Groups						

Organization # 11 Con't.	Local	District	City	County	State	Nation
Traditional Civic Interest & Civic Interest Organized by Sex, Race & Ethnicity						
Community Development & Housing	Mission Hill Task Force					
University Media						
Business						
Church, Mutual Help Fraternal Social						

Organization # 12	Local	District	City	County	State	Nation
Educational Decisionmakers & Mandated Education Groups	School Advisory Council	Area F Supt. District Advisory Council	Bd. of Ed. Rep. of special Program (AB65)			
Elected Officials			City Council Parks rep. City Council Community Develop. Rep. Councilman			
Service						
Educational Advocacy Organizations						
Unions & Professional Organizations						
Multi-Issue Advocacy Groups						

Organization #12 Con't.	Local	District	City	County	State	Nation
Traditional Civic Interest & Civic Interest Organized by Sex, Race & Ethnicity						
Community Development & Housing						
University Media						
Business						
Church, Mutual Help Fraternal Social						

Organization # 13	Local	District	City	County	State	Nation
Educational Decisionmakers & Mandated Education Groups						
Elected Officials						
Service				ACLU Center Law & Justice Western Center Law & Pov. San Diego Law Center Gang Violence Reduction Project PICA (Counseling) Hispanic Urban Center		
Educational Advocacy Organizations						
Unions & Professional Organizations				UTLA Black Educators Ass. Mex. Amer. Ed.		
Multi-Issue Advocacy Groups						

Organization #13 Con't.	Local	District	City	County	State	Nation	
Traditional Civic Interest & Civic Interest Organized by Sex, Race & Ethnicity							
Community Development & Housing							
University Media							
Business							
Church, Mutual Help Fraternal Social							

Organization #14	Local	District	City	County	State	Nation
Educational Decisionmakers & Mandated Education Groups	Parents Advisory Council -M	AREAC & H Supt.	Mexican Amer. Education commission CACSI -M - District Parent Committee on Desegration			HEW -M
Elected Officials			Sheriffs Office -M		Ass. Garcia " Torres " a la Torre	Senator Cranston Rep. Roybal
Service		El Centro -M Family Clinic -M Casa Maravilla -M Lelard House -M	Legal Aid Welfare Grants Recovery Hispanic Urban Center Dept. Social Services on 6 R Grants Red Cross -M			
Educational Advocacy Organizations	Concerned Parents -M					
Unions & Professional Organizations		National Educators Assoc. NEA	National Educators Assoc. - NEA Mex. Am. Ed. UTLA (L.A. Teachers Union) Mex. Amer. Administrators Black Educators Mex. Amer. State Bd. Ed. Advisors Hispanic Assoc.			
Multi-Issue Advocacy Groups			UNA GI Forum			

Organization #14 Con't.	Local	District	City	County	State	Nation
Traditional Civic Interest & Civic Interest Organized by Sex, Race & Ethnicity			Proiecto Reforma Chicano Leadership Coalition Organization de Pueblo MAPA LULAC			
Community Development & Housing			TELECU -M			
University Media						
Business						
Church, Mutual Help Fraternal Social						

Organization #15	Local	District	City	County	State	Nation
Educational Decisionmakers & Mandated Education Groups	School Advisory Council	Area Supt.				
Elected Officials			Mayor Dept. of Human Relations			
Service			Drew Medical School			
Educational Advocacy Organizations						
Unions & Professional Organizations						
Multi-Issue Advocacy Groups						

Organization # 15 Con't.	Local	District	City	County	State	Nation
Traditional Civic Interest & Civic Interest Organized by Sex, Race & Ethnicity						
Community Development & Housing						
University Media						
Business						
Church, Mutual Help Fraternal Social						

Organization #16	Local	District	City	County	State	Nation	Women For
Educational Decisionmakers & Mandated Education Groups	Advisory Council -M		City Advisory Council LAUSD CACST (committee set up by District) Supt. & Deputy Title IX Rep. Board Member		Early Childhood (ECE)		
Elected Officials			Campaign for Democratic Candidates Westwood Democratic Club -M Democratic Women's Forum -M				
Service			(Amer. Civil Liberties Union) Jewish Family Services-Hostess-M Hadassah -M				
Educational Advocacy Organizations			Peace & Equality in Education PTA Community Relations Council (CRCSC) Push Best Integration Project				
Unions & Professional Organizations			UTLA-L.A. Teachers Union PELA - Teachers Group CTA - Teachers Group Retired Teachers Group			Amer. Ass. University Women	
Multi-Issue Advocacy Groups			Kennedy Action Corp. -M		Coalition against C & 13	Amer. Friends Service Comm. Council Econ. Priorities Nat'l. Council Amnesty Women's Strike for Peace Pro-Choice UNA	BEGIN

Organization #16 Con't.	Local	District	City	County	State	Nation	
Traditional Civic Interest & Civic Interest Organized by Sex, Race & Ethnicity			(League Women Voters) Property Owners Assoc. -M			(NOW) ERA Urban League NAACP Jewish Federation Council Southern Christian Leadership Convention	
Community Development & Housing							
University Media			Friends of HCA -M				
Business							
Church, Mutual Help Fraternal Social							

APPENDIX H

ORGANIZATIONAL TYPOLOGIES: A BRIEF REVIEW OF THE LITERATURE

A wide range of organizational typologies have been developed by theorists and researchers. While some of these typologies have been used in empirical research, their explanatory value has not always been empirically examined. One of the most surprising findings in our review of the various typologies is that few distinguish groups on the basis of organizational strategy. Typologies such as those developed by Warriner and Prather (1965) or Fox (1952) distinguished organizations by organizational purpose. Warriner and Prather identify groups in terms of their collective value function; members receive "pleasure in the performance itself," sociability, affirmation of belief systems, or are involved in the production of goods and services (Warriner and Prather, 1965). Fox distinguishes organizations based on their ability to meet the needs of the major institutions of society (e.g., business groups), groups which serve the needs of minority groups within the society (e.g., cultural, ethnic, women's organizations), and groups which mediate between the major segments of society (e.g., veterans' groups) (Fox, 1952). These typologies do not differentiate organizations by the types of activities they engage in, by their strategies or by their political impact.

We experimented with these different typologies by analyzing our organizations in terms of their categories. The results showed the weaknesses of the typologies in sufficiently differentiating among our organizations. The two categories developed by Warriner and Prather do not encompass the types of organizations (see Table H-1, page) involved in this study; service-delivery organizations or mandated organizations do not fit either "sociability" or "production" categories. The categories are not sufficiently differentiated to analyze our organizations clearly; a lower-income service organization could fit more than one category, meeting the needs of minority groups within the society or serving to mediate between major segments of the society-government and lower-income populations.

Rose (1967) developed a typology which takes a first step towards recognizing differences in the political activity of organizations. He divides groups into two categories: expressive (e.g., clubs), and social influence associations which attempt to bring about some form of change. By this measure all of our groups would be viewed as expressive, a determination which is not useful for analysis of organizational characteristics. Another construct which has some utility for this study was

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developed by Gordon and Babcheck (1966). Their typology distinguishes between expressive groups which engage in activities immediately gratifying to the members, and instrumental associations which provide a service or produce a product. This typology contains a useful concept in that it distinguishes between an expressive function and the provision of goods and services. However, for our study, this simple decoding would not be useful since of our 16 organizations, 3 would be considered expressive, 4 would be considered instrumental, 4 would fall into both categories, and the 5 mandated organizations in our analysis would not fall into any category.

A categorization which appears to adopt a strategy focus was developed by Wilson (1973). He identified four types of organizations based on the type of incentive the organization provides (e.g., material, purposive). However, in terms of this study we are primarily concerned with organizations which pursue purposive goals. Within this category, Wilson identified three types of organizations: goal-oriented, ideological and redemptive. In analyzing our organizations in terms of these categories, we found that the entire purposive category generally did not relate to our organizations. The concept does not cover service organizations in which the primary incentive would be material nor mandated organizations which might evidence solidarity incentives. We see no organizations in this study which fall into Wilson's three purposive categories.

The typology which is most useful to determining organization strategy was developed by Perlman (1976). In her study of grassroots community organizations, Perlman identifies three types of organizations: (1) direct action/pressure groups, (2) those which seek electoral power, and (3) those which seek to establish alternative institutions. Because these categories encourage a focus on organizational activities and are more specific in determining outputs, they are therefore more useful in measuring effectiveness.

If we analyze our organizations in terms of Perlman's categories, certain limited distinctions are evident; others are blurred. If we equate Perlman's direct-action category with our advocacy category (see the next section), three organizations fall into that category. We have only one organization which would be considered as primarily involved in electoral politics and two organizations which are considered as seeking to establish alternative institutions. Not covered in these distinctions are those mandated organizations which pursue an advisory strategy and those organizations which are involved in community development, an activity which is not necessarily the same as the establishment of an alternative institution.

Our initial typology of organizations suffered from a traditional approach to the study of organizations. The formulation as presented in our proposal concentrated largely on structural characteristics. Our

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initial model included the following elements:

Geographic scope:
- citywide
- areawide
- neighborhood
- school-based

Issue focus:
- school-issue only
- multi-issue

Auspices:
- independent
- related to the school system
- federated

Status:
- voluntary
- mandated

We used these categories as a basic to select organizations for participation in the study in order to provide a representative cross-section of types of organizations. In addition to these elements, the selection process as detailed by the National Institute of Education also recognized the overriding importance of income and race and included a predominance of lower-income and minority organizations and, for comparative purposes, at least one middle-class organization in each city. The table on the following page lists the organizations and their characteristics according to this original formulation.

From the data collected, we determined that the most informative means of presentation would co-relate results to four different typologies, only two of which were in our original formulation: (1) organizational strategy, (2) geographic scope, (3) issue orientation, and (4) economic class. A full discussion of these typologies can be found in Chapter III: Towards a Typology of Organizations.

In the text of the report, the 16 participating organizations were identified by synonyms to ensure their anonymity. However, in order to simplify the presentation of the data in this Appendix, the organizations will be identified by a number. The following list identifies the name of the organization in the text and the number which will be used in this Appendix.

1	Braves
2	Peachtrees
3	Falcons
4	Omnis
5	Grits
6	Magnolias
7	Patriots
8	Yankees

9	Commons
10	Celtics
11	Fenways
12	Dodgers
13	Margaritas
14	Sunsets
15	Lakers
16	Venturas

Table H-1. Classification of Organizations Based on Research-Design Typology

Organization	Organizational Characteristics										
	Geographic Scope				Status		Issue Focus		Auspices		
	City-wide	Area-wide	Neighborhood	School-based	Voluntary	Mandated	School issue only	Multi-issue	Independent	Related to school system	Federated
1	-	X	-	-	X	-	-	X	X	-	-
2	-	X	-	-	X	-	X	-	X	-	-
3	-	X	-	-	-	X	-	X	-	-	X
4	X	-	-	-	X	-	X	-	X	-	-
5	-	-	X	-	X	-	-	X	X	-	-
6	-	-	X	-	X	-	-	X	X	-	-
7	X	-	-	-	X	-	-	X	X	-	-
8	X	-	-	-	X	-	X	-	X	-	-
9	-	-	X	-	-	X	-	X	-	-	X
10	-	-	X	-	X	-	-	X	X	-	-
11	-	-	-	X	-	X	X	-	-	-	X
12	-	-	-	X	-	X	X	-	-	-	X
13	X	-	-	-	-	X	X	-	-	X	-
14	-	X	-	-	X	-	X	-	X	-	-
15	-	X	-	-	X	-	-	X	-	-	X
16	-	X	-	-	X	-	-	X	X	-	-

References

Appendix H

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